VIRGINIA DEPARTMENT OF EDUCATION

OVERVIEW OF THE ACADEMIC REVIEW PROCESS:

A HANDBOOK FOR ALL SCHOOLS

THAT ARE NOT FULLY ACCREDITED

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SECTION 1: THE VIRGINIA DEPARTMENT OF EDUCATION'S ACADEMIC REVIEW REQUIREMENTS

Background

In the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), the Virginia Board of Education prescribes expectations for school accreditation, describes the accreditation ratings that are assigned to schools, and sets forth action requirements for schools that are not rated fully accredited (http://www.doe.virginia.gov/boe/accreditation/index.shtml , page 52-63). The following action requirements are specified:

> 8 VAC 20-131-310. Action requirements for schools that are Accredited with Warning or Provisionally Accredited-Graduation Rate.
>
> A. With such funds as are appropriated by the General Assembly, the Department of Education shall develop a school academic review process and monitoring plan designed to assist schools rated as Accredited with Warning. All procedures and operations for the academic review process shall be approved and adopted by the board.
>
> Schools rated Accredited with Warning or Provisionally Accredited-Graduation Rate must undergo an academic review in accordance with guidelines adopted by the board and prepare a school improvement plan as required by subsection F of this section.
>
> B. Any school that is rated Accredited with Warning in English or mathematics shall adopt a research-based instructional intervention that has a proven track record of success at raising student achievement in those areas as appropriate.
>
> C. The superintendent and principal shall certify in writing to the Board of Education that such an intervention has been adopted and implemented.
>
> D. The board shall publish a list of recommended instructional interventions, which may be amended from time to time.
>
> E. Adoption of instructional interventions referenced in subsections B and D of this section shall be funded by eligible local, state, and federal funds.
>
> F. A three-year School Improvement Plan must be developed and implemented, based on the results of an academic review of each school that is rated Accredited with Warning or Provisionally Accredited-Graduation Rate upon receipt of notification of the awarding of this rating and receipt of the results of the academic review. The plan:
>
>   1. Shall be developed with the assistance of parents and teachers and made available to the public;

2. Must include the components outlined in subsection G of this section; and

3. Must be approved by the division superintendent and the local school board and be designed to assist the school in meeting the student achievement standard to be Fully Accredited as outlined in 8 VAC 20-131-300.

G. The improvement plan shall include the following:

1. A description of how the school will meet the requirements to be Fully Accredited, for each of the years covered by the plan;

2. Specific measures for achieving and documenting student academic improvement;

3. A description of the amount of time in the school day devoted to instruction in the core academic areas;

4. Instructional practices designed to remediate students who have not been successful on SOL tests;

5. Intervention strategies designed to prevent further declines in student performance and graduation rates;

6. Staff development needed;

7. Strategies to involve and assist parents in raising their child's academic performance;

8. The need for flexibility or waivers to state or local regulations to meet the objectives of the plan; and

9. A description of the manner in which local, state, and federal funds are used to support the implementation of the components of this plan.

As part of its approval of the school improvement plan, the board may grant a local school board a waiver from the requirements of any regulations promulgated by the board when such a waiver is available.

H. The school improvement plan and related annual reports submitted to the board shall provide documentation of the continuous efforts of the school to achieve the requirements to become rated Fully Accredited. The board shall adopt and approve all policies and formats for the submission of annual reports under this section. The reports shall be due no later than October 1 of the school year.

The academic review process and monitoring plan referred to above have been developed by the Office of School Improvement (OSI) and approved by the Virginia Board of Education. This handbook was designed to provide schools and school divisions with information on the six step process listed below:

Step One	Review of Accountability Data and Assignment of Contractor
Step Two	Needs Sensing Interview and Formation of School and Division Support Teams
Step Three	On-Site Review
Step Four	School Improvement Planning
Step Five	Quarterly Reporting and Early Warning System
Step Six	Differentiated Technical Assistance

The Office of School Improvement works with schools and divisions to implement the academic review process for all identified schools. OSI contractors including division liaisons, state facilitators, regional liaisons, academic review contractors, and Differentiated Technical Assistance Team (DTAT) members, facilitate this continuous process of school improvement planning and reform for identified schools.

SECTION 2: OVERVIEW OF THE ACADEMIC REVIEW PROCESS
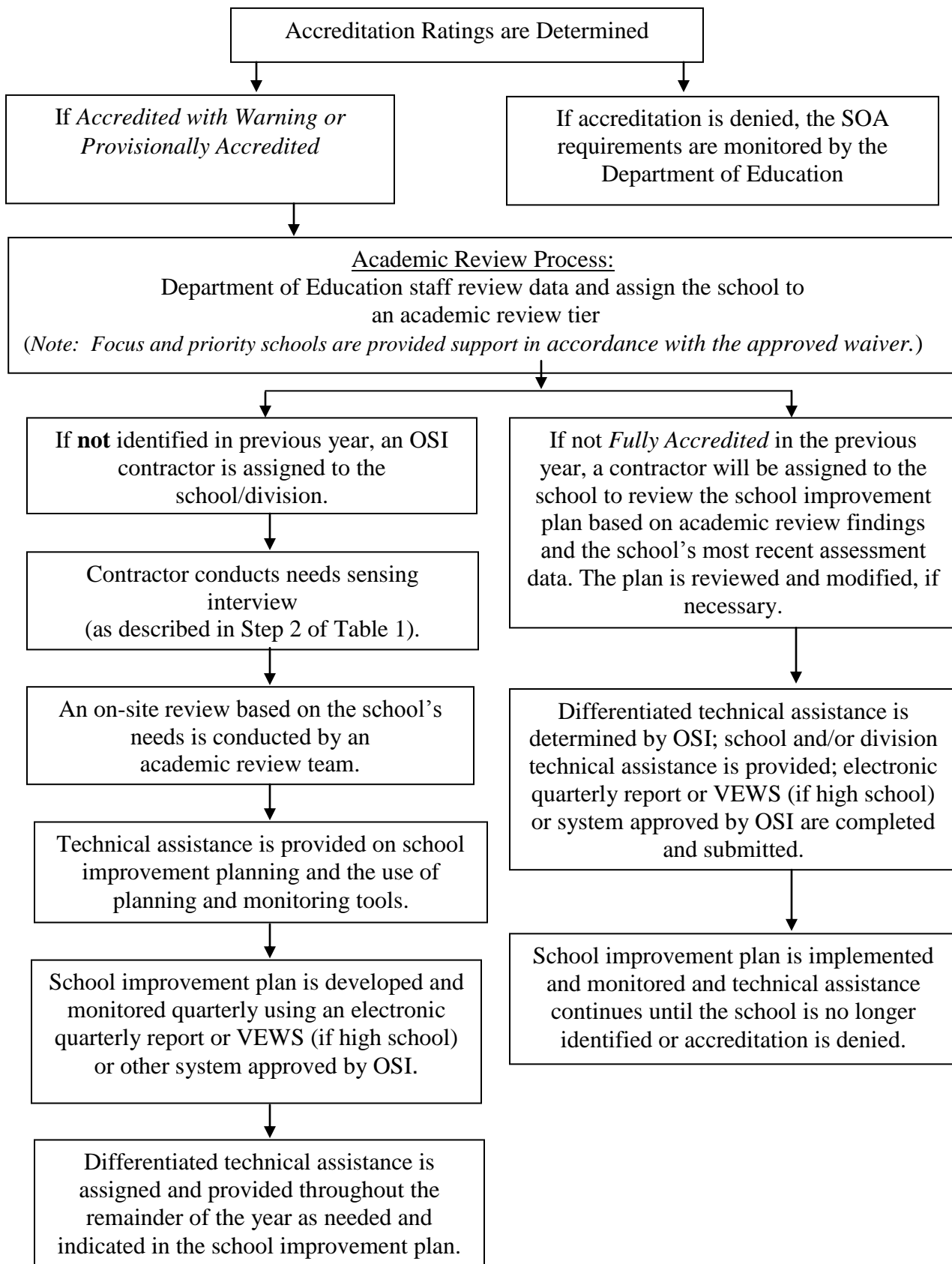
Guidelines for the Academic Review Process

The academic review process helps schools and divisions identify and analyze instructional and organizational factors affecting student achievement and/or graduation rate. The focus of the academic review process is on the systems, processes, and practices that are being implemented at the school and division levels. Technical assistance is provided by the Department of Education (DOE) to assist schools and divisions in developing or improving processes and practices to increase student achievement and/or to improve the graduation rate.

The school-level academic review process is a continuous process that is differentiated according to each school's accountability status, identified needs, and the number of years that the school has been identified for assistance. An overview of the process for identifying and supporting schools in the academic review process is described in Chart 1. The process incorporates several key components; Table 1 provides an overview of the implementation steps of the school-level academic review process.

In the first year of warning, the DOE assigns the school to one of four academic review "tiers" based on the circumstances of the school. Table 2 describes the tiered approach that is used to assign schools to an academic review process. Depending upon the assigned tier, an academic review team, either state or locally directed, conducts an on-site review. The review findings assist the school in identifying areas of need and establishing goals to write an actionable three-year school improvement plan. Concurrent with developing a school improvement plan, priority technical assistance is prescribed by the academic review team and approved by the DOE for immediate delivery.

If the school is not *Fully Accredited* in the second and third year following the academic review team visit in the first year, the DOE will continue to provide differentiated technical assistance to the school and/or division to modify, monitor, and implement the school improvement plan until the school reaches full accreditation or enters into *Accreditation Denied* status.

Chart 1: Academic Review—A Continuous Process

Accreditation Ratings are Determined

If *Accredited with Warning or Provisionally Accredited*

If accreditation is denied, the SOA requirements are monitored by the Department of Education

Academic Review Process:
Department of Education staff review data and assign the school to an academic review tier
(*Note: Focus and priority schools are provided support in accordance with the approved waiver.*)

If **not** identified in previous year, an OSI contractor is assigned to the school/division.

If not *Fully Accredited* in the previous year, a contractor will be assigned to the school to review the school improvement plan based on academic review findings and the school's most recent assessment data. The plan is reviewed and modified, if necessary.

Contractor conducts needs sensing interview
(as described in Step 2 of Table 1).

An on-site review based on the school's needs is conducted by an academic review team.

Differentiated technical assistance is determined by OSI; school and/or division technical assistance is provided; electronic quarterly report or VEWS (if high school) or system approved by OSI are completed and submitted.

Technical assistance is provided on school improvement planning and the use of planning and monitoring tools.

School improvement plan is developed and monitored quarterly using an electronic quarterly report or VEWS (if high school) or other system approved by OSI.

School improvement plan is implemented and monitored and technical assistance continues until the school is no longer identified or accreditation is denied.

Differentiated technical assistance is assigned and provided throughout the remainder of the year as needed and indicated in the school improvement plan.

Table 1: Overview of the Guidelines for the Academic Review Process

Step One: Review of Accountability Data and Assignment of Contractor

The Department of Education reviews accountability data for all schools identified as *Accredited with Warning* or *Provisionally Accredited,* and accountability data for all schools identified as *Focus* or *Priority* schools under *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA).

Based on the review of data, the school is assigned to one of four tiers of review (see Table 2). The DOE assigns a contractor to each school/division.

If the school was identified in the previous year, the DOE continues to assign a contractor to assist with school improvement plan implementation and monitoring and prescribes and provides differentiated technical assistance (Step 5 and Step 6).

Step Two: Needs Sensing Interview and Formation of School and Division Support Teams

Members of the division level leadership team participate in a needs sensing interview facilitated by a DOE contractor. A needs sensing interview protocol (Appendix A-D), developed in collaboration with several partner organizations, is followed to provide baseline data on the systems, processes, and practices currently being implemented at the school and in the division and to assess the level of support needed to facilitate improvement; priority needs for immediate technical assistance are identified.

A multidisciplinary, school-level leadership team is formed or repurposed to address issues that impede the school from meeting state or federal accountability benchmarks; a division-level leader is assigned to serve on the team. A division-level leadership team is also formed or repurposed to address student achievement issues both at the identified school and across all grade spans; the school principal and division-level leader assigned to the school team also serve on the division-level team.

Step Three: On-Site Review

A state education agency-led academic review team completes an on-site review of the school based on data and the needs sensing interview. Immediately upon completion of the review, the report of findings is shared orally with the principal and superintendent or designee. An electronic report is provided to the division superintendent and the school principal within three weeks of the completion of the review. The essential actions prescribed in the report must be addressed in the school improvement plan.

Step Four: School Improvement Planning

The DOE provides training on school improvement planning principles and processes, as well as training on tools to facilitate school improvement planning and monitoring.

For schools not identified in the previous year, the assigned contractor assists the school in writing an actionable school improvement plan that is based on the school's identified needs and that addresses the academic review team's prescribed essential actions. The division develops aligned goals that are included in the division plan.

For those schools identified in the previous year, the contractor assigned to the school/division monitors the implementation of the school improvement plan and assists, if necessary, with modifications to the plan.

Step Five: Quarterly Reporting and Early Warning System

The school improvement plan is developed and monitored quarterly using an electronic quarterly report, or the Virginia Early Warning System (VEWS) for high schools, or another electronic system approved by the Office of School Improvement (OSI).

School principals and other school and division leaders are trained to use these systems including VEWS. These tools are then used to monitor leading and lagging indicators as well as student performance at the individual, class, school, and division levels on a quarterly basis.

Step Six: Differentiated Technical Assistance

The OSI and contractor assign technical assistance to the school or division.

The OSI provides focused technical assistance to schools and divisions in a variety of ways. The OSI collaborates with various partners to provide training to school and division personnel face-to-face, at regional locations, and at the school site. Various departments within the DOE collaborate through the intra-agency team to meet identified needs within a division or a group of divisions. The Differentiated Technical Assistance Team (DTAT), formed by OSI, consists of a team of contractors with a broad range of specializations. The DTAT provides technical assistance to schools and divisions via webinar and at the school site. The technical assistance provided by DTAT most commonly consists of a series of webinars and/or visits tailored to comprehensively address the identified area of need such as the use of formative assessments.

Table 2: Tier Assignments for the Academic Review Process

	School Tier/Accountability Status			
	Tier 1: Title I or non-Title I Schools Accredited with Warning or Provisionally Accredited that Meet Federal Benchmarks for Each of the Three Priority Subgroups	**Tier 2: Title I or non-Title I Schools Accredited with Warning or Provisionally Accredited that Do Not Meet Federal Benchmarks for Each of the Three Priority Subgroups**	**Tier 3: Focus Schools**	**Tier 4: Priority Schools**
Year 1 of Status	• Assignment of SEA contractor • Needs sensing interview • Formation of school and division support teams • On-site review led by SEA contractor **and** LEA with participation by **other LEA representatives** on the academic review team • Technical assistance and training on school improvement planning and monitoring tools • Development of school improvement plan and aligned division goals; quarterly progress monitoring reports • Differentiated technical assistance	• Assignment of SEA contractor • Needs sensing interview • Formation of school and division support teams • On-site review led **by SEA** with participation by other assigned SEA contractors and LEA representatives on the academic review team • Technical assistance and training on school improvement planning and monitoring tools • Development of school improvement plan focusing on data from each of the three priority subgroups; development of aligned division goals; quarterly progress monitoring reports • Differentiated technical assistance	• Assignment of SEA contractor • Needs sensing interview • Formation of school and division support teams • Implement all requirements in Flexibility Waiver • On-site review led by SEA contractor **with** participation by **LEA representatives** on the academic review team	• Assignment of SEA contractor • Implement all requirements of USED Turnaround Principles or USED Turnaround Model including the requirement to select a Lead Turnaround Partner (LTP) • On-site review led by SEA contractor with participation by the **LTP** and other LEA representatives on the academic review team • Monthly data review required
Year 2 and Year 3 of Status	• Continued assignment of contractor • Needs sensing interview • Division team and school team implement, monitor and modify the school improvement plan • Differentiated technical assistance provided by OSI	• Continued assignment of contractor • Needs sensing interview • Division team and school team implement, monitor and modify the school improvement plan • Differentiated technical assistance provided by OSI	• Continued assignment of contractor • Needs sensing interview • Implement all requirements in Flexibility Waiver • Differentiated technical assistance provided by OSI	• Continued assignment of contractor • Continue to implement all requirements of USED Turnaround Principles or USED Turnaround Model • Differentiated technical assistance provided by OSI • Monthly data review required
Year 4 of Status	• Move to Accreditation Denied status • Develop MOU with the Board of Education			

SECTION 3: ACADEMIC REVIEW PROCESS COMPONENTS

The various components of the academic review process, described below, provide support for all identified schools.

Step 1: Review of Accountability Data and Assignment of Contractor
The Department of Education (DOE) reviews accountability data for all identified schools and assigns each school to one of four tiers as described in Table 2, above. The DOE assigns a contractor to each school/division. Contractors work with the school and division to conduct the needs sensing interview, assist with the formation of school- and division-level teams, serve as the academic review team leader for schools that receive on-site reviews, prescribe and provide technical assistance, assist the school with the implementation of school improvement planning tools, guide the school through the school improvement planning process, monitor school improvement planning and implementation on a monthly or quarterly basis (depending upon determined needs), and follow-up with the school and division on all technical assistance provided.

Step 2: Needs Sensing Interview and Formation of School and Division Support Teams
The assigned contractor will conduct an in-depth interview with members of the division-level leadership team. The questions addressed in the interview protocol are designed to glean information on multi-dimensional components of transformational change established by the DOE's Office of School Improvement in collaboration with several other offices within the DOE as well as external organizations. A division-level interview protocol that corresponds to the Division Level Transitional Change Map will be used during the needs sensing interview. A school level protocol has also been developed and will be used as a part of the on-site academic review (Appendix A-D). The elements addressed in each change map and in the aligned interview protocols are provided below.

Division Level Transitional Change Map Elements
- Continuous Improvement
- System Organization
- Strategic Planning
- Leadership
- Curriculum, Instructional Practices, and Services
- Professional Development
- Student Support Systems

High School Transitional Change Map Elements
- Vision, School Culture, and Mission
- Leadership
- Continuous Improvement
- Curriculum, Instruction, Assessment
- Student Support Systems
- Division Support and Resources

The results of the needs sensing interview assist the contractor in determining the level of assistance needed in each school, as well as in identifying and providing immediate technical assistance to schools and divisions that is differentiated by need.

As part of the academic review process, two teams will be established. The division team will include the principal of the identified school, the division's top elementary, middle and secondary leaders, and membership from Title I, special education, and English language learners, if applicable. The division team will review data to make decisions about resources, policies, and strategies that will impact achievement at all grade levels.

The school team will include the principal of the identified school and multidisciplinary membership from the school's guidance, special education and instructional staff. The school team will develop the school improvement plan and will continuously monitor the implementation of the plan, making modifications as necessary based on quarterly data.

At least one member (other than the principal) of the division team will serve on the school team, preferably the division's top instructional leader. The division-level leader assigned to the school will monitor the development and implementation of the school's improvement plan, will report on the plan during each division meeting, and will ensure that division-level goals are developed to address the needs of identified schools.

Step 3: On-Site Review

The on-site academic review is designed to help newly-identified schools investigate and analyze instructional and organizational factors affecting student achievement. The academic review is conducted by a team that will be led by state education agency (SEA) staff trained in the academic review process (Table 2). To increase division capacity, local education agency (LEA) division-level representatives may serve on each academic review team, depending on the capacity of the LEA (for example, the LEA may not have a mathematics content specialist and the school may be warned in mathematics).

The focus of the on-site academic review is on the systems, processes, and practices that are being implemented at the school and division levels. The areas of review are aligned with the elements identified in the School Level Transitional Change Map. Specifically, information is gathered that addresses the following areas of review:

- Vision, School Culture, and Mission
- Leadership
- Continuous Improvement
- Curriculum, Instruction, and Assessment
- Student Support Systems
- Division Support

The academic review team collects and analyzes data that demonstrate the school's status in implementing practices in these areas, as well as in the areas of School Improvement Planning and Research-based Instructional Intervention. Based on their findings, the academic review team provides the school and the division with a summary of findings. The summary includes Essential Actions that are aligned with the areas of review and that must be addressed as the school develops or revises and implements the school's three-year school improvement plan, as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Comprehensive lists of the indicators for review and aligned Essential Actions are included in the *On-site Academic Review Handbook*, which can be accessed at http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml .

For those schools that were identified in the previous year and received an on-site academic review, the assigned contractor reviews the current plan and provides technical assistance to the school to update the school improvement plan based on new accountability data. The contractor prescribes and provides focused technical assistance based on the specific needs of the school and/or division. The contractor monitors and provides technical assistance to the school throughout the time that the school is identified.

NOTE: The division superintendent may request that the school division be allowed to conduct its own on-site academic review of identified schools, using its own established processes. Such requests must be sent to the Superintendent of Public Instruction for approval. The request must show that the proposed process and areas of review address the components of the school-level academic review process approved by the Board of Education. If approved, a copy of the division's academic review report and recommendations must be sent to the Department of Education. The Superintendent of Public Instruction may approve other academic review tiers or other Department initiatives as alternatives to approved review processes dependent upon the special needs and circumstances of identified school.

Step Four: School Improvement Planning
The Center on Innovation and Improvement and the Office of School Improvement (OSI) collaboratively developed an electronic comprehensive improvement planning tool called Indistar®. Indistar® will be used by all schools rated *Accredited with Warning* or *Provisionally Accredited-Graduation Rate* (and also by focus and priority schools) to develop, implement and monitor a comprehensive three-year improvement plan. The OSI offers technical assistance and training on school improvement planning principles and on the use of Indistar® to all identified schools. All technical questions regarding Indistar® training or the use of the Indistar® online tool should be directed to Dr. Yvonne Holloman at yvonne.holloman@doe.virginia.gov or 804-225-2064.

The Indistar® system offers a variety of targeted indicators for school improvement planning; the school-level indicators have been aligned with the Areas of Review and corresponding Essential Actions used in on-site academic reviews. Schools use either the targeted Rapid Improvement or High School indicators to develop their plans. A list of Indistar® indicators is included in the *On-site Academic Review Handbook*, which can be accessed at http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml .

Indistar® will also be used to collect meeting minutes, professional development activities, strategies for extending learning opportunities, parent activities, and indicators of effective leadership and instructional practice.

The process includes:

Register school
A division contact person who also serves as a member of the school leadership team will register both the schools and division on the Indistar® website at www.indistar.org . Process managers must be appointed by school teams to guide their work within the tool such as entering data and other information.

Provide school information
Use of data to make decisions about improvement planning is an essential component of improvement planning. This part of the process requires school teams to enter aggregate information regarding student ethnicity, attendance, mobility, and disability. In addition, teams may enter formative and summative data throughout the duration of the plan related to their needs and action

steps.

Form school team
Improvement planning requires participation of a variety of internal and external stakeholders. To this end, school teams will enter information regarding each member. This information will be used continuously throughout the process to identify parties responsible for specific tasks and to monitor attendance at improvement team meetings.

Assess school improvement indicators
Indistar® emphasizes indicators of effective practice based on concrete, behavioral expressions of professional practices that research demonstrates contribute to student performance. School teams will use a variety of data points to select the appropriate indicators that address the issues affecting achievement. The selected indicators will be assessed individually using a rating of fully, limited, or no implementation.

Create school plan
Based on the indicator assessment results, school teams will create a series of tasks associated with each selected indicator. The tasks will serve as a "road map" for executing the indicators by assigning actions steps to specific stakeholders.

Monitor school plan
Monitoring is an essential component of improvement planning as it allows teams to evaluate the efficacy of tasks that were developed. The continuous improvement process enables teams to review their work and make the necessary adjustments to the plan throughout the school year. In addition, data points emphasized when teams entered summative and formative data will be used to determine the effectiveness of interventions.

The development, implementation, and monitoring of improvement plans involve a laser-like focus on the nexus between strategies and data. To this end, school support teams will review data on a consistent basis to determine the effectiveness of strategies embedded within their plans. The Indistar® Web-based planning tool in combination with quarterly review of data will provide teams with tools to affect change at both the school and division level. The following questions, developed by Edie Holcomb, represent the phases or stages of the school improvement process, and will serve as the foundation of the process:

1. ***Where are we now?*** What caused your school to be identified as a warned or provisionally accredited school?
2. ***Where do we want to go?*** What indicators will be selected?
3. ***How will we get there?*** What strategies (tasks) will be developed to support the selected indicators?
4. ***How will we know we are (getting) there?*** What quarterly data will your team review?
5. ***How will we sustain focus and momentum?*** How will your team use the quarterly data to modify your strategies (tasks)?

Once the comprehensive school improvement plan is developed, the plan will be monitored for three years. In years two and three, the school and division teams will continue to meet, discuss data, modify, and implement the school improvement plan. This process meets the requirements of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Step Five: Quarterly Reporting and Early Warning System
The use of data to support a school improvement plan should be an intentional and seamless process with the purpose of evaluating the efficacy of strategies implemented during a given marking period. Each school rated *Accredited with Warning* or *Provisionally Accredited-Graduation Rate* will be required to regularly analyze a variety of data points to make strategic, data-driven decisions to implement needed interventions for identified students including students with disabilities and English language learners. Analysis of the data points from these reports will be used by school support teams to adjust the school improvement plan to address emerging needs. Figure 1 illustrates how data based decision making will result in continuous improvement.
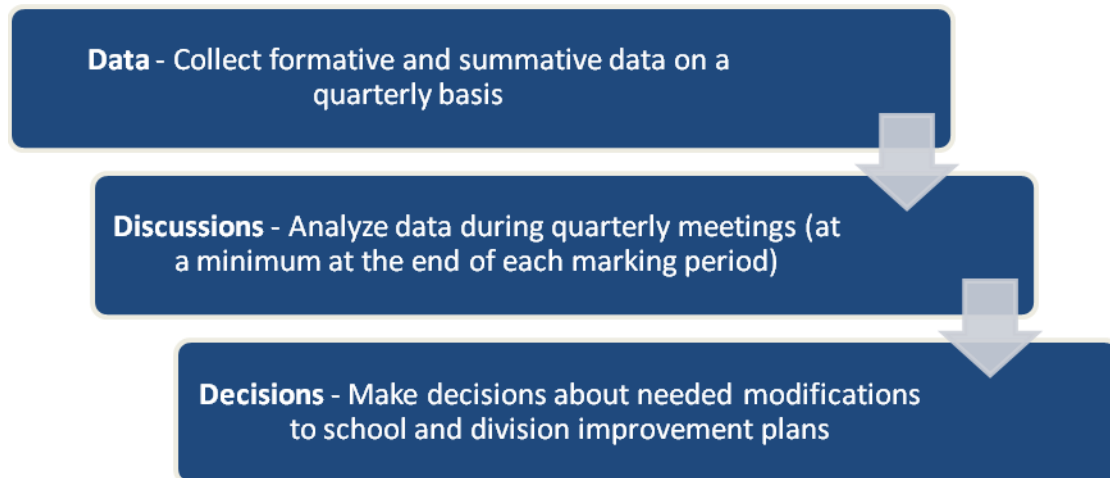

Figure 1: Data Based Decision Making for Continuous Improvement

To implement quarterly reporting requirements, school team will be trained on the process below during the Indistar® training provided by the Office of School Improvement.

<u>School improvement teams will develop Indistar® improvement plans that include tasks associated with school indicators based on identified needs</u>
- Schools will begin the process by assessing school improvement indicators that will form the foundation for their school improvement plans. Indicators will be assessed and selected based on each school's unique profile. Each indicator selected will have a series of tasks developed which sequence the steps involved in making the indicator a reality at the school.
- Tasks should be developed to address strategies for improving the performance of the following groups of students:
  - At risk of failing a reading and/or mathematics Standards of Learning (SOL) assessment
  - Identified for Phonological Awareness Literacy Screening (PALS) intervention (K-3), if applicable
  - Failed the most recent SOL reading and/or mathematics assessment
  - Below grade level in reading and/or mathematics based on a disability
  - At risk of failure or drop out according to VEWS thresholds, if applicable
- Each selected school indicator should include ***at least one task*** related to student data. This task will be evaluated quarterly. Student data may include:
  - Attendance

- o Mathematics, English, science, and social studies grades
- o Mathematics, English, science, and history formative assessment results
- o In-school and out-of-school suspensions
- o Discipline referrals
- Other data points may also be used such as:
  - o Teacher attendance
  - o Number of parent conferences
  - o Number of classroom observations/instructional walkthroughs
  - o Number of students transferring in and/or out of the school

Example:

> *IID11: Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).*
>
> *Tasks:*
> 1) The Happy Hills Division Assessment Specialist will provide a series of formative assessment workshops regarding the development and use of unit pre- and post-tests in reading on the first and second Monday of each month (November 2011 – January 2012).
> 2) Instructional teams will meet for an extended planning block (4 hours) on the fourth week of each month (January 2012-September 2012) to develop unit pre- and post-tests in reading. Meeting schedule: Monday (K-1st); Tuesday (2nd); Wednesday (3rd); Thursday (4th); Friday (5th)
> 3) On a monthly basis, the Happy Hills Elementary lead reading teacher and the Title I reading specialist will review unit pre- and post-tests developed by the instructional teams and provide feedback.
> 4) Instructional teams will administer unit pre- and post-tests (**Super Reader Assessments**) to students before and after units of instruction in reading. They will meet during their common planning time to disaggregate the data and assign students to the appropriate intervention groups for reading instruction.

School improvement teams will implement and monitor the plan throughout the marking period.
- Comments regarding the status of each task should be entered on a regular basis (at least quarterly).
- Any relevant formative data may be entered into the School Assessment Scores portion of the tool or uploaded to the Indistar® Dashboard (schools may upload a maximum of 20 files).

Example:

> *IID11: Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).*
>
> *Task #4:* Instructional teams will administer unit pre- and post-tests (*Super Reader Assessments*) to students before and after units of instruction in reading. They will meet during their common planning time to disaggregate the data and assign students to the appropriate intervention groups for reading instruction.
>
> *Comments:*
> **September 23, 2012** – Instructional teams have begun meeting for half-day planning sessions. They have completed units of instruction with assistance of the lead teachers. Third grade teachers requested additional sessions with Ms. Happy to design intervention lessons using the PALS intervention information to address fluency concerns.
> **October 28, 2012** – The administrators reviewed samples of the unit pre- and post-tests as well as the results with individual teachers during post-observation conferences. Third grade reading intervention students (53%) scored less than 80% on the Super Reader post-tests; fifth grade reading intervention students (68%) scored less than 80%. During the week of October 7, 2012, instructional walkthroughs were conducted to determine the level of implementation of intervention lessons based on the unit pre- and post-test data. Additional assistance is needed in second, third, and fifth grade. Ms. Happy will meet with the grade-level teams during their planning time.

<u>At the end of each marking period, school improvement teams will use student data to evaluate the quarterly status of tasks included in their improvement plan.</u>

- Comments regarding the status of tasks based on the quarterly data should be entered with a notation of the quarterly status. After entering the quarterly status, the team will submit the improvement plan via the Indistar® Dashboard.

Example:

> *IID11: Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).*
> *Task #4:* Instructional teams will administer unit pre- and post-tests (*Super Reader Assessments*) to students before and after units of instruction in reading. They will meet during their common planning time to disaggregate the data and assign students to the appropriate intervention groups for reading instruction.
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November 30, 2012 (Quarterly Data Review) – Based on an analysis of the quarterly Super Reader post-test results, 52% of second grade intervention students, 44% of third grade intervention students, 71% of fourth grade intervention students, and 21% of fifth grade intervention students earned a score of 80% or better. To address these data, the school will …………………

The division contact will meet with the school support team to discuss the quarterly data related to specific school indicators and tasks.

- The following agenda items must be included as a part of the discussion:
  - Review of strategies and data analysis for students who are at risk of failing a reading and/or mathematics SOL;
  - Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable;
  - Review of strategies and data analysis for students who failed the most recent SOL reading and/or mathematics assessment;
  - Review of strategies and data analysis for students who are below grade-level in reading and/or mathematics based on a disability; and
  - Review of strategies and data analysis for students who are at risk of failure or drop out according to VEWS thresholds, if applicable

Step 5: Minutes from this meeting, including the aforementioned agenda items, are required to be entered into the Indistar® web site. The meeting minutes should include decisions made as a result of discussions regarding the quarterly data.

- The school plan should be revised, as needed, based on discussions about the identified needs.

Example:

> **Happy Hills Elementary School**
> **School Support Team Quarterly Meeting**
> **December 4, 2011**
>
> School: Happy Hills Elementary (Principal – Susie Sunshine)
>
> - The division contact and school support team reviewed strategies and data analyses for students who are at-risk of failing a reading or mathematics SOL.
> - Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable.
> - Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
> - Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
> - Review of school's Indistar® improvement plan

The school improvement plan will be developed and monitored at a minimum at the end of each quarter using the process described above. The LEA division contact is responsible for monitoring improvement plans for each school. Monitoring activities include reviewing status comments, agendas, and meeting minutes. In addition, the LEA division contact will be responsible for completing an Indistar® rubric three times during the school year regarding the progress of the school support team's improvement plan. The completed rubric will be submitted to OSI; a copy of the Indistar® rubric may be found in Appendix E.

Early warning systems are data tracking tools designed to assist schools in identifying which students show signs that they are at-risk of failure or drop out. Early warning system tools use readily-available, school-level data such as attendance, behavior, and course performance. Identified students are provided with interventions to get them back on track for promotion and graduation, and are monitored throughout the school year. Early warning systems assist schools as they work towards improved outcomes for students and increased graduation rates; identified schools will use an OSI-approved early warning system (such as DataCation or VEWS). Schools must submit a form to OSI to describe the data system that they will be using (see Appendix F). A school may also request to complete a Data Analysis Quarterly Report, which must be submitted to OSI (see Appendix G).

DataCation by Casenex is an electronic query system that provides data needed to make data-driven decisions at the school level. This system is also known as "The Virginia Dashboard." DataCation assists schools in making strategic, data-driven decisions to implement needed interventions for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. In addition, the DataCation allows the school leadership team to follow interventions throughout the year to determine their effectiveness. DataCation generates monthly reports which include, at a minimum, the following forms of data:
- Student attendance;
- Reading and mathematics grades;
- Student discipline reports,
- Student transfer data, and
- Student intervention participation by intervention type.

In addition to the data included in DataCation, schools teams must consider teacher attendance data as they monitor their school improvement plans. The use of benchmark testing data in the system is not required, but the use of formative assessment data is expected. Additional information on DataCation is available at http://www.doe.virginia.gov/support/school_improvement/dashboard/index.shtml .

The Virginia Early Warning System (VEWS), a high school early warning system tool, was developed for the Department of Education in collaboration with the National High School Center. VEWS indicators are based upon predictors of drop out and graduation that have been validated by national research and by four Virginia school divisions that participated in a pilot program. These indicators include attendance, grades, credits earned, scores on SOL assessments, and discipline; transfer data is also included in the system. In addition to the data included in VEWS, schools teams must consider teacher attendance data as they monitor their school improvement plans. The use of benchmark testing data in the system is not required, but the use of formative assessment data is expected. Additional information on VEWS is available at http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml .

All high schools are required to use either VEWS or a comparable tool. Regardless of which tool high schools choose to implement, all high schools must use the VEWS 7-Step Early Warning System Implementation Process to analyze and make decisions based upon Early Warning System data.

VEWS 7-Step Early Warning System Implementation Process
In order to comprehensively address the barriers to student success that lead to drop out, a strategic process of data-driven decision making that includes systematic student identification, intervention, monitoring, and evaluation must be implemented. The 7-Step Early Warning System implementation process, developed by the National High School Center, will be executed over the course of the year in alignment with the academic calendar. Specific steps are undertaken during defined periods of the year, many in a recurring or continuous manner, so that the process of reviewing Early Warning System data and identifying appropriate dropout strategies and interventions is timely and responsive to individual student needs. In the longer term, the process allows ongoing evaluation and revision across academic years to ensure that the VEWS achieves maximum efficiency and efficacy in the local context. The process is defined below:

Step 1: Establish Roles and Responsibilities
A diverse, well-informed school team is essential to the success of this process. The team should include a broad representation of staff within the school and, ideally, the division. Membership may include the school principal or assistant principal, representatives from feeder middle and elementary schools, guidance counselors, teachers, and division central office representatives. The school team will meet regularly throughout the school year.

Step 2: Use the VEWS Tool
The VEWS tool uses information about student attendance, course failures, grade point average (GPA), and credits earned to identify, or flag, students who are at-risk for dropping out. The tool is designed to primarily monitor students while they are in high school; however, a pre-high school risk indicator has also been integrated into the tool. Once data are imported into the tool using an Excel file format, the tool automatically flags students as "at risk" on the basis of the indicators that are predictive of whether students will graduate or drop out. The school team ensures that the tool is regularly updated and that VEWS information is disseminated appropriately to maintain confidentiality while facilitating the decision making process. The

VEWS tool is available at
http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml.

Step 3: Review the VEWS Data

In Step 3, VEWS data are reviewed to identify students at risk for dropping out and to understand patterns in student engagement and academic performance. This is a critical step when using any type of early warning data, although the focus here is on information and reports that are in the VEWS tool. A wide variety of reports are available to disaggregate data into manageable pieces that can be sorted, organized, and prioritized so that the school team can take action. The VEWS tool provides student- and school-level reports that the team can then review to better understand patterns and begin to consider the allocation of dropout prevention resources to flagged students. These reports allow the team to review summary information on the number and percentage of students in the school who are flagged (for any reason) and who are flagged for particular indicators.

Step 4: Interpret the VEWS Data

This step builds on the review of VEWS data conducted in Step 3 by encouraging the team to look more closely at the characteristics of flagged students. Indicators of risk are merely signs of deeper and likely more complex problems related to student disengagement with school and academic failure. The team should gather data from a variety of sources. These sources may include classroom teachers or other adults in the school who interact with flagged students. Additionally, the team should consider conducting one-on-one meetings with individual students, their parents, or both. On the basis of their investigations, the team should be able to identify some common and individual needs among students, and prepare to identify and implement appropriate intervention strategies (Step 5) and monitor students' responses to these interventions (Step 6).

Step 5: Assign and Provide Interventions

During Step 5, the school team matches individual students to specific interventions after having gathered information about: (1) potential root causes for individual flagged students, and (2) the available dropout prevention and academic and behavioral support programs in the school, division, and community. A tiered approach to intervention, in which increasingly intensive levels of intervention are provided to the students with the greatest needs, is recommended. The VEWS tool allows schools to identify and prescribe multiple levels of intervention for flagged students. Interventions are then assigned by tier, date, and person responsible.

Step 6: Monitor Students

In this step, the school team uses progress monitoring information to evaluate the impact of interventions on individual students and on students with common needs. Students who were previously flagged and assigned to one or more interventions should be monitored closely to determine whether they are again flagged and for which reasons. Issues that arise with students who are receiving supports and who continue to show signs that they are at risk for dropping out should be addressed. New interventions that are not currently available to meet the needs of students may be identified. In these cases, the team must conduct a search and develop a list of potential interventions and strategies that may serve the need, with the associated costs of implementing the intervention or strategy (e.g., resources, funding, staff time). After the team shares the level of need and potential solutions and shares the information with leadership and staff, appropriate intervention(s) can be implemented. Families should be informed when

students appear to make improvements, and they should also be informed when there is lack of improvement or further decline.

Step 7: Evaluate and Refine the VEWS Process
On an annual basis (at a minimum), the school team should reflect on the VEWS implementation process. In this step, the team reflects on the VEWS process based upon data and evidence and identifies successes and challenges. As part of this step, the team makes recommendations for improving the process. Finally, the current school team, in addition to other school and division leadership, identifies new school team members and ensures that they are trained and that they understand the implementation process. Step 7 also includes an analysis of the VEWS risk indicators to determine the extent to which they are accurately predicting students who are at-risk of dropping out of high school. Having multiple years of data to look at these percentages is critical to testing the predictive power of the VEWS indicators for the local context. If the validation analysis shows that the system is not very predictive in the local context, modification of the indicators or the thresholds/benchmarks may be warranted.

Figure 1. 7-Step VEWS Implementation Process Developed by the National High School Center
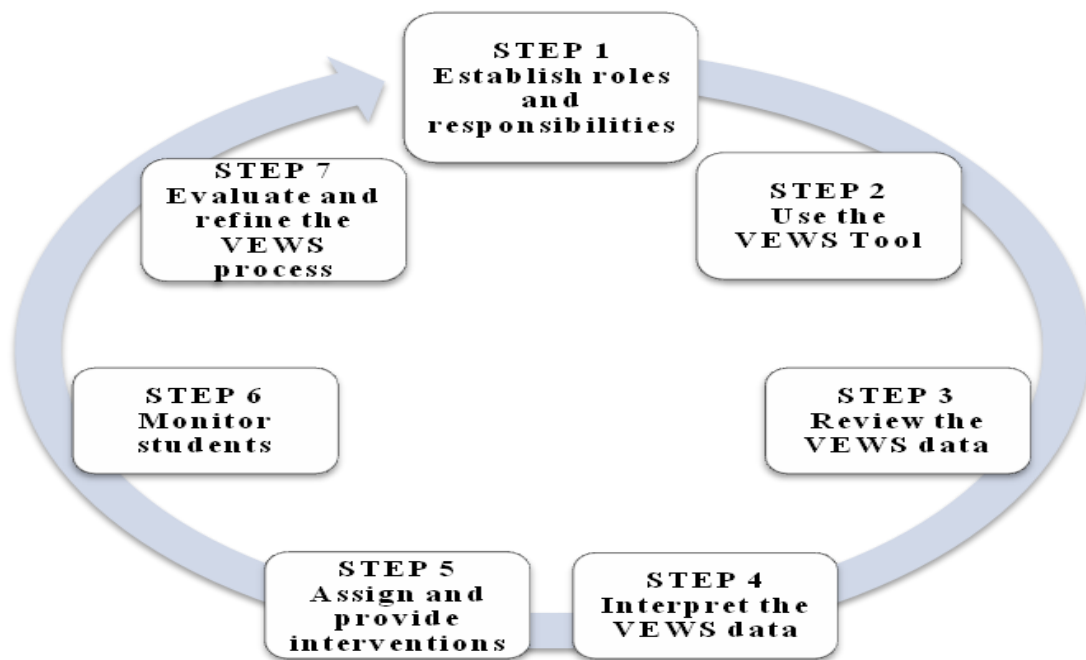
Step 6: Differentiated Technical Assistance Team
In an effort to meet the varied needs of schools, the OSI has designed a differentiated technical assistance process using a Differentiated Technical Assistance Team (DTAT), comprised of a cadre of experienced educators with expertise in one or more areas of technical assistance including:
- Co-teaching and Inclusive Practices
- Instructional Preparation
- Instructional Delivery

- Formative Assessment
- Differentiated Instruction
- Student Engagement
- Leadership
- Scheduling - Elementary schools
- Training for School Improvement Teams

Technical assistance recommended by the academic review team may include one or more of the following:

- **Peer mentors –** The school/division may be paired with a similar school/division performing highly in an area of identified need in order to help the school learn new skills via a mentor/mentee relationship.
- **Direct technical assistance** – Office of School Improvement staff and/or technical assistance team members may provide targeted assistance via telephone, e-mail, on-site visit, or a combination of these methods. Technical assistance can address a variety of topics.
- **Webinar series** – Assigned contractors may choose one or more series of webinars to be attended by the principal and other school and division leaders as needed. It is recommended that the VDOE contractor invite division staff including the division's representative for the school's team to attend webinars.

Contractors will recommend technical assistance for schools based on the results of the needs sensing interview and the on-site academic review. Schools and divisions may also request technical assistance by completing a brief technical assistance request form found online, or by contacting DTAT at OSITA@doe.virginia.gov .

APPENDICES

Second-Order Transitional Change Map

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	Emerging	Full Implementation	Sustainability	
Continuous Improvement	**CP1 - Capacity-building**	The division and school staff will identify opportunities to build capacity by engaging in professional development that is based on needs identified through analysis of student performance data.	The division provides instructional staff with ongoing training and resources to build capacity by designing and implementing differentiated professional development based on needs identified through analysis of student performance and classroom observation data.	The division systematically engages instructional, administrative, and support staff in ongoing learning opportunities to build capacity, professional expertise and improved results for students. The division analyzes the results of capacity-building to examine the impact on every level of the organization.	The division sets the expectation that capacity building is an ongoing process at every level of the organization. The division engages all instructional, administrative, and support staff in ongoing learning opportunities that build capacity and improve results for students. The division establishes policies that involve school staff, teachers, families and the community into the work of schools, and build capacity for parental involvement and community support.	**The division leadership team cultivates a culture of capacity-building and continuous improvement**

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	Emerging	Full Implementation	Sustainability	
	CP2 - Continuous Improvement	The division and school collaborate on the development of school and division Improvement plans based on strategies to address student needs. The division expects that the school improvement plan includes a few high priority goals with visible payoffs and tracks for "early wins."	The division provides ongoing training and resources to school improvement teams to assist them with implementing their improvement plans. The division ensures that the school improvement plan reflects the particular strengths and weaknesses of the school, and expects that the school improvement team aligns school practices, policies and procedures with its improvement indicators.	The division regularly monitors implementation of each school's improvement plan and resulting student data, and adjusts its division-level strategies based on student achievement results or external factors. The division ensures that the school improvement team continually adjusts its improvement plan indicators based on student performance data, and ensures that the school improvement team aligns school practices, policies and procedures with its improvement indicators.	The division adopts, implements, and evaluates school board policies supporting the continuous improvement process and ensures the ongoing alignment of the division and school level improvement plans for all schools. The division ensures that the school improvement team continually adjusts its improvement plan indicators based on student performance data, and ensures that the school improvement team aligns school practices, policies and procedures with its improvement indicators. The division sets the expectation that the continuous improvement process will serve as the basis for all decision-making at the division and school level.	
		The division expects the school to document its progress toward identified achievement targets of expected success and to measure them using both leading and lagging indicators.	The division ensures that division and school decisions makers meet at least twice a month to discuss the school's progress. The division ensures that the school documents progress on identified leading and lagging indicators and report to the superintendent on a monthly basis.	The division ensures that progress reports and documentation are used to improve achievement results for students. The division regularly shares progress reports on leading and lagging indicators with all stakeholders. The superintendent regularly reports the school's	The division monitors and responds to the documentation of progress by anticipating the need to try again when rapid improvement efforts fail. The division sets the expectation that the school will show clear indicators of progress on leading and lagging indicators that will improve student outcomes.	

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	**Emerging**	**Full Implementation**	**Sustainability**	
				progress to the school board.		
		The division assists schools in identifying setbacks, resistance, and obstacles on the path to continuous improvement with effective solutions that lead to improved results for students.	The division and school work together to understand the causes of setbacks, resistance and obstacles and identify ways to prevent future setbacks, resistance, and obstacles.	The division and school leaders address setbacks, resistance and obstacles in a systematic way by developing processes that maximize collegial work and effective teaming and provide resources to help schools address them based on shared analysis and understanding.	The division ensures that it and the school proactively anticipate setbacks, resistance and obstacles on the path to continuous improvement and take preventative action. Division leaders understand that setbacks, resistance and obstacles are not the same as failure and provide resources to help schools address them based on shared analysis and understanding.	
		The division includes community representatives in division and school improvement planning.	The division includes community representatives in division and school improvement planning and maintains regular communication with them.	The division ensures that schools and community representatives are active partners in making decisions to improve results for students as part of collaborative initiatives.	The division proactively seeks partnerships with community representatives and actively cultivates relationships with community partners that extend beyond the period of individual initiatives.	
System Organization	**SO1 - Intentional Organization**	The division formalizes a team structure that is officially incorporated into the school improvement planning.	The division ensures that the team structure is modified as needed to include expertise that consistently aligns to the student learning needs.	The division ensures that all teams receive professional development when expertise is needed and uses both internal and external resources to provide training and information.	The division continuously assesses the team's structure, provides internal and external resources, and updates the expertise needed to effectively solve issues to maximize student learning.	**The school board and superintendent intentionally organize the division to maximize student learning.**

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	**Emerging**	**Full Implementation**	**Sustainability**	
		The division team meets regularly with the school improvement team and provides feedback based on available data and progress with implementation of the school improvement plan.	The division team meets regularly with the school team and provides a specific agenda and purpose for each meeting in order to analyze data and determine additional resources and support at the school-level.	The division team meets regularly with the school team and provides a specific agenda and purpose for each meeting in order to continue to analyze data and determine whether practices and resources are being implemented with fidelity.	The division team meets regularly with all schools, provides a specific agenda and purpose for each meeting, focuses on the findings and data, and makes intentional decisions to efficiently differentiate resources across the division in order to continuously maximize student learning.	
		The division team's actions are evident in their effort to determine the focused priorities of schools based on data analysis and progress on targeted school and division improvement plans.	The division team's actions are evident in their commitment to review and support the focused priorities of schools based on a data analysis of school needs and they act at the division level by allocating the resources needed to the school.	The division team's actions are evident in their continuous commitment to review and support the focused priorities of the division and schools based on a data analysis of school needs. The division team provides the resources needed to schools and holds schools accountable for the fidelity of the use of those resources.	The division team's actions are evident in their continuous commitment to review and support the focused priorities of the division and schools based on a data analysis of the needs. The division team provides the resources needed, holds schools accountable for the fidelity of the use of those resources, and considers policy and programmatic changes for continuous progress that maximize student learning.	
	SO2 - Organization Maximizes Student Learning	The division ensures that key pieces of user friendly data are available in a timely fashion at the division, school and classroom levels.	The division establishes leading and lagging indicators at the division, school and classroom levels that are used to inform the school improvement process in the review of data.	The division team reviews and synthesizes the data on leading and lagging indicators at the division, school and classroom levels. The division team makes decisions and provides resources and support based on the data analysis to maximize student learning.	The division ensures that data inform all instructional, programmatic, and policy decisions at the classroom, school, and division level to maximize student learning. The division demonstrates transparency and accountability by sharing key data with stakeholders.	

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	Emerging	Full Implementation	Sustainability	
		The division team recognizes the division, school and student subgroup targets.	The division team uses subgroup targets to develop action steps at both the school and division level.	The division team uses the subgroup targets to monitor and refine action steps at the school and division level.	The division team uses the subgroup targets to monitor, refine and reset expectations and action steps at the school and division level.	
Strategic Planning	**SP1 - Consistently Adheres to a Vision**	This division establishes or reaffirms a clear vision.	The division establishes a clear vision that includes what the system will look like when substantially improved and how the improved system will benefit students. The division works with all members of the school community to ensure that the vision is based upon shared ideals.	The division and school present a unified vision for school improvement as demonstrated in statements, policies, and actions. The division ensures that all members of the school community understand the vision and how it gives direction to their work and behavior. The division ensures that each staff member understands how his or her individual responsibilities advance and support the vision.	The school board and superintendent present a unified vision for school improvement as demonstrated in reports, statements, policies, and actions. The division has a process for regularly revisiting the vision to ensure that it adapts to changes in the environment, such as revised educational standards or changing community needs. The division has a process for sharing the vision with new staff and school board members.	**The school division consistently adheres to a vision that drives strategic planning and subsequent actions**
	SP2 - Vision Drives Strategic Planning and Subsequent Actions	The division expects that school improvement plan indicators are selected based upon a clear vision of how the school should improve.	The division works and communicates closely with all parts of the system to ensure that improvement and program strategies at both the school and division level align with the vision.	The division has a process in place for regularly ensuring that division and school improvement and program strategies align with the vision. The division ensures that resources are available to allow the vision to be realized through strategic planning and subsequent actions.	The division is proactive in using the vision to inform its design and implementation of change at all levels. The division regularly reviews its division-wide policies, strategic planning processes, and actions to ensure that they support the vision. The division ensures that school-level policies, strategic planning processes, and actions are reviewed to support the vision.	

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	**Emerging**	**Full Implementation**	**Sustainability**	
Leadership	**L1 - Proactive and Intentional Leaders**	The division identifies gaps in existing leadership behaviors (i.e. administrators, principals, teacher leaders) that prohibits successful school improvement.	Based on an analysis of gaps in existing leadership behaviors, the division recruits and hires leaders (i.e. administrators, principals, teacher leaders) who demonstrate the knowledge, skills and capacity to improve schools.	The division trains and supports leaders who demonstrate the capacity to improve schools. The division expects leaders to identify opportunities to improve student outcomes.	The division ensures that all division leaders increase student achievement. The division values and rewards creativity in leaders at every level who find solutions to improve student learning and outcomes and who advance the vision throughout the school community.	**Proactive and intentional leaders use data-driven decision making to allocate resources for appropriate, early, and effective interventions.**
	L2 - Data-driven Decision making	The division assists schools in identifying multiple data points that will inform school improvement planning.	The division in identifies data that will inform school improvement planning and provides the technology and training to support the school's data needs.	The division identifies the types of data that should be used to inform school improvement planning and ensures that schools utilize the data to inform school improvement decisions.	The division monitors use of multiple data points in school improvement planning, expects data to be used to increase student achievement, and ensures that schools utilize these data to inform school improvement decisions and daily operations.	
	L3 - Allocate Resources to Achieve the Vision	The division conducts a needs assessment to determine resources needed.	The division identifies needs and provides existing and new resources to match needs and achieve the vision established by the division.	The division ensures that on-going needs are identified and existing and new resources are utilized for identified needs that address the attainment of the vision established by the division.	The division assesses on-going needs, anticipates future needs, and monitors the selection and use of appropriate resources to ensure school improvement and the attainment of the vision established by the school and the division.	
	L4 - Interventions	The division works with schools to identify low-achieving students and the research-based interventions to help them.	The division provides differentiated professional development to implement tiered, research-based intervention strategies for low achieving students.	The division works with schools to provide differentiated professional development and apply tiered, research-based intervention strategies with fidelity to assist low-achieving students.	The division ensures that appropriate and intense tiered, research-based interventions are provided early for low-achieving students, and ensures that schools regularly monitor the results of interventions and adjust interventions accordingly.	

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	Emerging	Full Implementation	Sustainability	
Curriculum, Instructional Practices and Services	**CI1 - Continuously Align Curriculum, Instruction, and Assessment**	The division works with teachers to plan and implement instruction based on a division curriculum guide aligned with state standards.	The division has a process in place for training teachers to provide instruction and assessments based on the curriculum guide as well as an analysis of student performance data. Instruction is provided with field-proven programs, practices, and models.	The division ensures that teachers implement instruction and assessments based on the curriculum guide as well as an analysis of student performance data. The division ensures that there is a process for continuously monitoring the alignment of curriculum guide, instruction, and assessment through observation of classroom instruction by a division team of content specialists.	The division sets the expectation that the curriculum guide serves as the minimum standard in developing aligned instructional plans and assessment. The division encourages school leaders to develop creative and challenging instructional plans that go above and beyond the curriculum guide. The division has a process in place that systematically identifies best practices to enhance curriculum, instruction, and assessment, and monitors classroom instruction using a division team of content specialists.	**Leaders continuously align curriculum, instruction, and assessment. Leaders implement and monitor differentiated, research-based instruction, and services provided to meet diverse student needs.**
	CI2 - Implement and Monitor Differentiated, Research-based Instruction	The division works with school leaders to implement and monitor differentiated, research-based instruction.	The division has a process in place that provides resources, including time, scheduling, and training, to ensure that instruction is differentiated and research-based. The division ensures that monitoring includes classroom observations of sufficient length and frequency to diagnose instructional issues.	The division ensures that all instructional staff members implement differentiated, research-based instruction with fidelity to the original model. The division works with school leaders to take specific actions that cultivate a climate of effective teaming and collegial support in developing, implementing, and monitoring differentiated, research-based instruction.	The division articulates the expectation that differentiated, research-based instruction with fidelity to the original model is the norm for all schools, and that it is an integral part of teacher performance evaluation. The division establishes and follows processes to regularly review with schools the results of instructional monitoring and the results of differentiated, research-based instruction.	

| Element | Sub Element | Stages of Implementation | | | | Desired State |
		Exploration	Emerging	Full Implementation	Sustainability	
					The division holds schools accountable for acting decisively to respond to gaps in implementing and monitoring differentiated, research-based instruction.	
Professional Development	**PD1 - Professional Development that is Needs-based and Job-embedded for All Employees**	The division has a diagnostic process for determining the professional development needs of all employees.	The division provides all the needed resources to implement the needed professional development for all employees. The division learning that is grounded in research with the intent of improving student achievement.	The division ensures that professional development for all employees is built into the schedule. The division ensures that the school is allowed discretion in selecting training and consultation that fits the requirements of its improvement plan and its evolving needs. The division sets the expectation that all professional development will be job-embedded and sustained.	The division sets the expectation that continued learning is considered an essential element of professional practice and provides job-embedded training. The division sets the expectation that learning goals will be established for all professional development. The division ensures that the results of professional development are evaluated to determine effectiveness and considers these data when planning future professional development. The division ensures that the results of all professional development activities are tracked and used to determine the impact on improved student achievement outcomes.	**The school division provides and assesses the effectiveness of professional development that is needs based and job-embedded**
Student Support Systems		The division works with the school leadership team to define, develop shared understanding, and establish commitment to providing a student support system based upon a	The division ensures that school leadership teams form multidisciplinary student services teams to systematically coordinate and implement a continuum of student support services.	The division ensures that school leadership teams maintain the infrastructure for designing, delivering and evaluating a comprehensive student support system with a continuum of support	A comprehensive student support system is institutionalized and supported by school board policies.	**The division provides a comprehensive continuum of support options for students and parents in**

Element	Sub Element	Stages of Implementation				Desired State
		Exploration	**Emerging**	**Full Implementation**	**Sustainability**	
		"whole child approach" that addresses each student's academic, health, and social-emotional needs. The division helps the school leadership team consider and plan a tiered approach for comprehensive student support services, including identifying programs to be included in each tier and identifying which students are served. Division and school leadership teams collaboratively develop communication strategies to inform faculty and staff, parents and students, and the community about the student support system. A school climate (conditions for learning) and culture needs assessment is planned that includes the perceptions of students, parents, faculty and staff, and the community.	Initial staff development for multidisciplinary student services teams examine the "whole child" approach to integrating students' academic, health, and social-emotional needs. Data from varied sources (student achievement data, discipline data, attendance data ,and survey results) are reviewed to determine professional development needs, parent engagement needs, a continuum of evidence-based programming to address student needs, and program effectiveness measures. The communication plan for understanding and accessing the student support system is developed and shared throughout the entire school community.	options. A well-developed and ongoing communication plan ensures the involvement of all service providers and key stakeholders. Faculty, students, and parents are continually updated about the student support system and referral processes. Continued professional development is provided for the multidisciplinary student services team and other faculty on topics determined from data analyses. Programming for parents is provided based upon identified needs as determined by data analyses. Agreements with community partners and external program and service providers are in place, as is an ongoing evaluation process to determine the effectiveness of each supportive service provided.	Administrative procedures governing student conduct are aligned with the commitment to provide a continuum of student support options aimed at maximizing student success. Division and school leadership teams sustain collaborative relationships with key stakeholders throughout the entire school community. Well-developed processes are in place for providing professional development for the entire school community including parents and students. Ongoing and comprehensive evaluation of the student support system is conducted to determine the impact on student success and to make appropriate system or programmatic adjustments.	**collaboration with community partners that maximizes student success.**

Virginia Department of Education

Needs Sensing Interview Protocol

Office of School Improvement

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<u>Virginia Department of Education (VDOE) Theory of Action for Division Improvement</u>

Effective school divisions demonstrate the ability to continuously improve, adhere to a vision, maximize student learning, provide strong leadership, offer high quality instruction, and conduct relevant professional development. The school division leadership team cultivates a culture of capacity-building and continuous improvement (Continuous Improvement). The school division consistently adheres to a vision that drives strategic planning and subsequent actions (Strategic Planning). The school board and superintendent intentionally organize the division to maximize student learning (System Organization). Leaders are proactive and intentional, and allocate resources to achieve the vision. Leaders model systemic thinking by communicating and making transparent decisions (Leadership). Leaders continuously align curriculum, instruction, and assessment. Leaders implement and monitor differentiated, research-based instruction, and services provided to meet diverse student needs (Curriculum, Instructional Practices, and Services). The school division provides and assesses the effectiveness of professional development that is needs-based and job-embedded (Professional Development). Evidence-based, tiered support programming is provided to students; multiple sources of data, gathered from regular and intentional student progress monitoring, are used to develop programming that includes a continuum of support options for students (Student Support Systems).

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Directions: Use the Virginia Department of Education's *Second-Order Transitional Change Map* as well as the prompts and supporting questions below to conduct a needs sensing interview with the division leadership team.

Participants: Members of the division leadership team (Title I, Instruction, Special Education, and ELL, if applicable)

Step 1:   The contractor will explain the purpose of the needs sensing interview to the division leadership team.

   The needs sensing interview is a tool for diagnosing needs and determining resources that will be needed to support the division leadership team and/or identified schools.

Step 2:   The contractor will review student achievement data (i.e., preliminary SOL data, AYP data, PALS data) with the division leadership team.

   Prompt: Describe your data review process and tell me what you have learned from your most recent review of data.

   Supporting Questions:
   1) Based on the data, what subgroup trends did the division leadership team observe?
   3) Based on the data, evaluate the relative strengths and weaknesses of the current reading and/or mathematics programs.
   4) Based on the data, what is/are the area(s) of focus for the upcoming school year for the identified schools? Subgroups?

Step 3:   The contractor will utilize the *Division Level Transitional Change Map* as well as the *Prompts* and *Supporting Questions* below to determine the stage of implementation and level of support needed.

1. **Continuous improvement** – **Effective school divisions demonstrate the ability to continuously improve, adhere to a vision, maximize student learning, provide strong leadership, offer high quality instruction, and conduct relevant professional development. The school division leadership team cultivates a culture of capacity-building and continuous improvement.**

Prompt: How does the school division work to build the capacity of leaders and staff? Include information on professional development and school improvement initiatives.

Supporting Questions:
a) Describe how the school division works to build capacity of all employees?
b) How is professional development used as a tool for building the capacity of all employees?
c) Describe the process used by the division leadership team and superintendent to monitor school improvement efforts. How is data analysis integrated into this process?
d) Describe setbacks, resistance, and obstacles to continuous improvement encountered by the the division leadership team and individual schools during the previous year. How were these issues addressed by stakeholders?
e) Describe how the division ensures that schools and community representatives are included as active partners in decision-making.

2. **System organization –** **The school board and superintendent intentionally organize the division to maximize student learning.**

Prompt: What organizational processes and practices are in place in the division to support improvement efforts?

Supporting Questions:
a) Describe how teams are organized at both the division- and school level.
b) How does the work of division- and school-level teams impact student achievement? Cite examples of data points to support your response.
c) Does the division leadership team meet on a regular basis with school-level improvement teams? If so, please describe how these meetings are structured to focus the priorities of the division and schools on student achievement.
d) Describe how the division leadership team reviews and synthesizes leading and lagging indicators at the division, school, and classroom levels. How is this information used to reallocate resources?

3. **Strategic planning** – **The school division leadership team cultivates a culture of capacity-building and continuous improvement. The school division consistently adheres to a vision that drives strategic planning and subsequent actions.**

Prompt: How was the divison's vision established and how is it communicated to all stakeholders? How does the vision guide the division's actions?

Supporting Questions:

a) What is the school division's vision statement? Describe how the vision is demonstrated in policies and actions affecting schools in Title I School Improvement.
b) Describe how division and school improvement strategies are aligned with the vision.
c) Describe how the division ensures that resources are available to allow the vision to be realized through strategic planning and subsequent actions.

4**. Leadership – Leaders are proactive and intentional, and allocate resources to achieve the vision. Leaders model systemic thinking by communicating and making transparent decisions.**

Prompt: How does the divison ensure that school leaders continuouisly work to achieve the vision? How does the division monitor this?

Support Questions:
a) Describe how the school division trains and supports leaders who demonstrate the capacity to improve schools.
b) What data points are schools required to use when developing improvement plans?
c) Describe needs assessment activities that are implemented by the school division to determine how resources are allocated to individual schools.
d) How does the division leadership team ensure that teachers are provided differentiated professional development to assist them with implementing tiered, research-based intervention strategies in the classroom on a consistent basis with fidelity?

5. **Curriculum, instructional practices, and services - Leaders continuously align curriculum, instruction, and assessment. Leaders implement and monitor differentiated, research-based instruction, and services provided to meet diverse student needs.**
Note: Emphasize the revised mathematics and English Standards of Learning, and look for evidence that the division has revised its curriculum to reflect the revised standards and assessments.

Prompt: How does the divison ensure that a rigorous curriculum aligned to state standards is taught using research-based instructional strategies in all schools?

Supporting Questions:
a) Describe how teachers use curriculum guides and other resources provided by the Virginia Department of Education to plan instruction and formative assessments aligned with the revised mathematics and English Standards of Learning.
b) Describe how the division leadership team ensures that instruction and formative assessments are aligned with grade-level Virginia Standards of Learning.
c) Describe how the division has prepared students for the online SOL assessments.
d)How are benchmark assessments aligned with the revised SOL and online assessments?
d) Describe how the division leadership team works with school leaders to cultivate a climate of effective teaming and collegial support in developing, implementing, and monitoring differentiated, research-based instruction.

6. **Professional development - The school division provides and assesses the effectiveness of professional development that is needs-based and job-embedded.**

Prompt: How is professional development is designed,implemented, and evaluated for all employees?

Supporting Questions:
a) How are multiple data points used to determine individual professional development needs?
b) Describe how professional development for all employees is linked directly to student achievement.

7. Student Support Systems - Evidence-based, tiered support programming is provided to students; multiple sources of data, gathered from regular and intentional student progress monitoring, are used to develop programming that includes a continuum of support options for students.

Prompt: Describe the division's process for: a) identifying students at risk for failure or dropping out, b) providing differentiated interventions for identified students, and c) monitoring the success of the interventions provided.

Supporting Questions:
a) What sources of data do school leaders use to determine which students are at risk for failure or dropping out?
b) How are students identified in the areas of attendance, behavior, c ourse performance, and other early warning signs?
c) How do schools work with feeder schools to provide students with transitional services to better prepare them for their new school?
d) How do the schools' student support systems address academic and social-emotional components? What research-based interventions are provided? Is participation mandatory or voluntary?
e) How do secondary schools promote awareness of available supports among students and their parents?
f) Describe the division's efforts to identify and form community partnerships to provide community-based learning experiences as part of the system of student support.

Step 4:   **Complete the Needs Sensing Interview Summary and submit to OSI via SSWS within 5 business days.**

Division Level Transitional Change Map
Needs Sensing Interview Summary

Contractor Name:

Date of Interview:

School Division:

Names of Interview Participants:

1.   Based on the results of the needs sensing interview, rate the division's current level of implementation **(Exploration, Emerging, Full Implementation, or Sustainability)** as it corresponds to each element of the Division Level Transitional Change Map.

Element	Rating and Comments
Continuous Improvement	
System Organization	
Strategic Planning	
Leadership	
Curriculum, Instructional Practices, and Services	
Professional Development	
Student Support Systems	

2.   Provide additional comments about the identified school(s):

List technical assistance needs for each identified school on the **DTAT Technical Assistance Request Form**. Submit the needs sensing interview summary and the DTAT form to OSI via SSWS within 5 business days of completing the needs sensing interview.

VDOE Theory of Action for School Reform:
Effective schools meet the academic, social, emotional, and physical needs of their students in such a way that their students' school experience is characterized by academic growth and success, a social and emotional sense of self-worth and belonging, and a belief in their own self-efficacy, which culminates in students graduating from high school prepared for college and/or the workforce. (**Vision, School Culture and Mission**) The principal actively guides faculty through a continuous process of improvement and reform using collaborative, proactive leadership strategies. (**Leadership**) School and community stakeholders actively participate in and contribute to the continuous cycle of setting goals, implementing action steps, and monitoring and evaluating improvement progress. (**Continuous Improvement**) The taught curriculum is rigorous and aligned with state standards, instructional strategies are differentiated and research-based, and formative and summative assessments that are aligned with curricula are administered to improve instructional practices and student outcomes. (**Curriculum, Instruction, Assessment**) Evidence-based, tiered student support programming is provided to students; multiple sources of data, gathered from regular and intentional student progress monitoring, are used to develop programming that includes a continuum of support options for students. (**Student Support Systems**) The division leadership team supports school improvement and reform initiatives by eliminating barriers to schools' success, supporting and providing professional development for school staff, and allocating necessary resources to propel improvement initiatives forward and to extend school reform efforts across all grade spans. (**Division Support and Resources**)

School Level Transitional Change Map

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Vision, School Culture and Mission **Shared Vision and Functional Mission**	By engaging the school community, the school leadership team establishes or reaffirms a vision and functional mission for student success and continuous improvement that is based on shared ideals.	The leadership team regularly shares the vision and functional mission of how the school will look when the improvement plan is fully implemented so all members of the school community understand how their contributions can advance and support the vision.	The school improvement plan is based upon and aligned with the shared vision and functional mission of how the school should progress to maximize student success and continuously improve. The vision informs implementation actions and practices and revisions to school policies and procedures.	The leadership team has processes for continually sharing the vision with individuals new to the school community, revisiting the vision and functional mission in light of changing requirements and needs, and reviewing improvement planning policies and practices to support the vision.	The school's **vision** and functional mission are universally shared and articulated, fully understood and aligned with improvement planning and practices.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Vision, School Culture and Mission **Cultivating Understanding, Agreement, and Commitment**	The leadership team, school faculty and staff engage in professional learning opportunities resulting in a mutual understanding of the functional mission and school culture found in effective schools that meet the academic, social, emotional and physical needs of their students.	While continuing to build agreement among the adults within the school, the leadership team seeks outside perspectives about how the school can become more effective, achieve its mission, and create a culture that maximizes student growth and success resulting in increased student achievement and promotion across all grade spans, and more college- and career-ready graduates at the secondary level.	The school leadership team engages all adults within the school in ongoing learning opportunities and support services to gain their commitment to do their part to achieve the school mission and build a supportive school culture characterized by a belief that students, with their support, can learn at high levels, meet promotion standards, and graduate college/career ready. Perspectives gained from the division, key community stakeholders and others outside the school are used to inform in-school activities.	To continue to improve results for students, the leadership team systematically engages all instructional, administrative, and support staff in continuous learning opportunities that focus on their commitment and role in fulfilling the mission of the school and sustaining a supportive school culture. The perspectives of students, parents and the community about the school's effectiveness are continuously sought, and structures and processes are in place to easily and effectively utilize this information.	The leadership team cultivates a school **culture** of success and growth focused on the shared **vision** of the school and its **mission** to increase student achievement and promotion and to graduate college- and career-ready students.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Vision, School Culture and Mission **Identifying Problems, Taking Ownership, Finding Solutions**	Using division and school data, the leadership team, school faculty and staff consider the academic, social, emotional and physical needs of students to determine how all the adults within the school can contribute to meeting those needs.	While continuing within the school to identify and prioritize students' greatest needs, the leadership team seeks outside perspectives about the needs of students that, if met, would increase student achievement and promotion across all grade spans, and would result in greater numbers graduating fully prepared for success in college or a career. Faculty and staff are engaged and involved in developing the school improvement plan and identifying the professional learning needs to meet it.	The leadership team engages all adults within the school in taking ownership of student achievement, promotion, and graduation rates, finding solutions to meet student needs, considering the perspectives of those outside the school, fully contributing to the creation the improvement plan, and making changes to school and classroom practices to implement the plan with fidelity.	To continuously improve results for students, the leadership team systematically engages all instructional, administrative, and support staff in a continuous cycle of school improvement planning, implementation, and evaluation. The perspectives of students, parents and the community regarding the school's effectiveness are sought regularly and incorporated into the planning process.	Leaders, faculty and staff take ownership of problems, find solutions and engage in a cycle of improvement planning and implementation in adherence with the **vision, culture** and **mission** of the school.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Leadership **Leadership Development**	The superintendent and division leadership team meet with the school principal to communicate expectations for school improvement planning, to focus on collaboratively leading school improvement through leadership teams, and to establish the need for ongoing professional learning and support to develop leaders of school change. The principal is encouraged to proactively seek assistance for the school's leadership team to build understanding of the division's expectations and priorities for school reform and to address individual and group professional learning needed to develop and implement the school's improvement plan.	In collaboration with the division, the school principal develops a well-functioning school leadership team. The school and division leadership teams regularly meet jointly to analyze data to focus improvement priorities, benchmark the extent of change, and monitor implementation progress. The school principal proactively seeks professional learning opportunities for individuals and the team on improvement planning topics aligned to school and division plans and linked to changes the principal and school team are accountable for leading.	In collaboration with the division leadership team, the principal and school leadership team routinely utilize data analyses to proactively monitor and modify school improvement plans. In addition, the principal and school leaders participate in effectiveness assessments as a group and individually to seek feedback to further develop as leaders of school change and use these findings to develop individual and group professional growth plans.	The school principal and leadership team continuously use and refine proactive and collaborative leadership strategies to guide and sustain a continuous school improvement effort with focused priorities to maximize student learning. School leaders continue to grow as leaders of change through professional learning experiences based on individual and group growth plans. The impact of these experiences on school improvement efforts, especially student achievement, is assessed. To gain a complete perspective of their effectiveness as leaders of change and to inform their practice, school leaders seek the perceptions of and feedback from supervisors, colleagues, subordinates, students, parents and community representatives. In collaboration with the division school leaders identify, develop and support existing and aspiring leaders to maintain the school's improvement effort.	The school's continuous improvement and reform process is actively guided by a principal and **leadership** team using collaborative and proactive leadership strategies to maximize student learning.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Leadership **Structures and Practices**	The school principal actively guides the process of school improvement and reform by establishing a leadership team responsible for creating, implementing and evaluating the school improvement plan. The structures and practices of the team are publicized and officially incorporated into the school's improvement planning process.	The structures and practices of the leadership team include regularly scheduled meetings with planned agendas that are well attended. The principal and leadership team seek leadership learning opportunities aligned with division and school improvement planning processes to maximize team efficiency and performance.	To increase efficiency and maximize the involvement of school leaders and other stakeholders, the principal and leadership team create and implement collaborative structures and practices, e.g., committees, professional learning communities, focus teams, etc.	As part of the continuous cycle of school improvement and reform, the structures and practices of the leadership team are regularly examined and modified as necessary to sustain a high level of collaboration and involvement throughout the school community in the improvement planning process.	The school principal and leadership team actively guide the continuous improvement and reform using **leadership structures and practices** that maximize involvement in the process.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Continuous Improvement **Continuous Planning Cycle** **Goal Setting, Implementing, Monitoring, Evaluating**	The superintendent and division leadership team meet with the school principal and leadership team to review the continuous cycle for improvement planning; the expectations for goal setting, implementing action steps, documenting progress; and how and when monitoring and an evaluation of the plan will occur. The division and school leadership teams work jointly to begin development the school improvement plan by determining high priority goals, setting achievement targets, and identifying indicators of improvement. Proven strategies to "jump start" the improvement effort are planned to quickly address student needs and have a successful beginning for the process.	The division and school leadership teams meet regularly to finalize the school improvement plan. As implementation action steps are undertaken for each goal and achievement target, documentation and reporting procedures for progress on each performance indicator are put in place. The division and school leadership teams analyze data to maintain the focus on priority goals and achievement targets and to determine the root causes of problems impeding progress on performance indicators. For challenges that arise as the improvement cycle gets underway, the school leadership team identifies possible solutions and determines which would be most effective in keeping the momentum of the effort on track.	The division and school leadership teams regularly meet to review progress reports and documentation of the implementation of the school improvement plan. Regular monitoring of student achievement data and other performance indicators result in adjustments to the school improvement plan and implementation strategies so that achievement results continue to progress. The division and school leadership teams address the causes of impediments to the continuous improvement cycle in a systematic way to minimize the impact and avoid further occurrence. An overall evaluation of the school improvement plan is conducted periodically to determine which goals were met and which implementation strategies had the most significant impact on student achievement results.	The continuous planning cycle for the improvement effort is maintained over time and is institutionalized at the division and school levels and serves as the basis for all decision-making activities. The school leadership team continually adjusts indicators of improvement for the school's plan based on documented student achievement results and progress on other performance indicators found from regular monitoring and progress reviews. Goals are reprioritized, achievement targets reset and indicators of improvement refined based on periodic evaluations of the school's improvement plan. Challenges and impediments to continuous improvement efforts are anticipated and preventive measures are used effectively.	The division and school leadership teams use a **continuous cycle of improvement** planning to maximize student outcomes.

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Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Continuous Improvement **Stakeholder Participation**	The division and school leadership teams work jointly to identify key stakeholders within the school and throughout the community whose participation would be beneficial to the improvement process. Communication strategies are planned to make the improvement effort known and understood by each stakeholder group.	Key stakeholders are informed of the improvement effort. Those who will serve as school or community representatives are provided information so that they will understand each part of the process and their role in it. Regular communications with key stakeholders are begun.	Key stakeholders participate actively in the improvement effort. Progress reports for the school improvement effort are regularly shared with key stakeholders including the impact on student achievement and other performance indicators.	The participation of key stakeholders is sustained over time and processes for maintaining involvement and communicating with individuals and groups are refined and extended.	Key **stakeholders** actively participate in the improvement planning process.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Curriculum, Instruction, Assessment **Curriculum - Rigorous, Aligned with State Standards**	The division works with the school leadership team to provide curriculum coherence and support. Updated curriculum guides and resources aligned to state course content and, at the secondary level, college- and career-readiness standards, are made readily available. Professional learning is provided on instructional topics including vertical and horizontal curriculum alignment and levels of rigor.	The leadership team participates in professional learning opportunities focused on instructional leadership, including observational techniques to evaluate and provide constructive feedback on the alignment and level of rigor of the written and taught curriculum. The principal and the administrative team organize to regularly conduct classroom observations to monitor and assess the taught curriculum, provide constructive feedback, and determine modifications necessary to meet student and teacher needs.	The leadership team continuously engages the faculty and support staff in developing and delivering a relevant, rigorous curriculum aligned to state course content and, at the secondary level, college- and career -readiness standards. Curriculum implementation is continuously monitored using regular observations with directive feedback.	The leadership team continually uses classroom observation and student performance data to develop and provide ongoing professional learning opportunities for administrators, teachers and support staff to build individual and group capabilities as instructional leaders. Collaborative planning opportunities, using curriculum guides as the minimum standard, are maximized to develop rigorous, standards-based resources and materials.	Instructional leaders work collaboratively to **align** the **curriculum** with **state standards** and to ensure that the written and taught **curriculum** are sufficiently **rigorous.**

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Curriculum, Instruction, Assessment **Instruction-Differentiated, Research-Based**	The division works with the school leadership team to develop a shared understanding of differentiated, research-based instruction and to establish the expectation that teachers will plan, implement and monitor instruction that is differentiated and research-based. School structures, schedules and practices are reviewed to find time for collaborative work groups to design instructional materials and participate in professional learning on instructional topics.	The leadership team participates in professional development on topics such as techniques for successful differentiated instruction. Collaborative work groups are formed and given time to design instructional materials using research-based strategies. Teachers participate in professional learning opportunities and begin to implement differentiated and research-based strategies in their classrooms.	Faculty-led professional learning is the norm with opportunities for co-teaching, peer observation and other collegial techniques to support the implementation and advance the regular use of best practices for differentiated instruction and other research-based instructional strategies. School operations are reviewed continually to ensure compatibility with the instructional program.	Skilled and continual use of differentiated instruction and other research-based strategies is the norm in all classrooms in order to maximize student learning. Faculty-led professional learning experiences support the culture of continuous improvement. School practices are continuously reviewed and modified to maximize instructional time.	**Differentiated, research-based instruction** is continuously provided to meet diverse student needs and to maximize learning.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Curriculum, Instruction, Assessment **Assessments – Formative and Summative, Aligned with Curriculum**	The division works with the school leadership team to develop a shared understanding of formative and summative assessments and establish the expectation that teachers will provide a balanced system of both formative and summative assessments that are aligned with the curriculum. Professional learning based on student performance data is provided on assessment topics.	The leadership team participates in professional development that addresses the effective development and use of formative and summative assessments. Collaborative work groups are formed and given time to design formative and summative assessments that are aligned with the curriculum. Teachers participate in professional learning opportunities and begin to use and share results for formative and summative assessments to improve instruction and student learning.	The leadership team engages the faculty and support staff in developing and delivering a system of formative and summative assessments aligned with the curriculum to improve classroom practices and student outcomes. Using data from student performance on formative and summative assessments, the leadership team ensures that ongoing professional development is provided, shared, monitored and evaluated to gauge the impact of using formative and summative assessments on classroom practices and student achievement.	Effective use of standards-based, curriculum-aligned formative and summative assessments continually guides instructional planning and delivery to improve instructional practices and student achievement.	**Formative and summative assessments aligned with curriculum** are continuously administered to improve instruction and student outcomes.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Student Support Systems	The division works with the school leadership team to define, develop shared understanding, and establish commitment to providing a student support system based upon a "whole child approach" that addresses each student's academic, health, and social-emotional needs. The division helps the school leadership team consider and plan a tiered approach for comprehensive student support services, including identifying programs to be included in each tier and identifying which students are served. Division and school leadership teams collaboratively develop communication strategies to inform faculty and staff, parents and students, and the community about the student support system. A school climate (conditions for learning) and culture needs assessment is planned that includes the perceptions of students, parents, faculty and staff, and the community.	The school leadership team forms a multidisciplinary student services team to systematically coordinate and implement a continuum of student support services. Initial staff development for the multidisciplinary student services team examines the "whole child" approach to integrating students' academic, health, and social-emotional needs. The school climate (conditions for learning) and culture survey is conducted and analyzed. Data from varied sources (student achievement data, discipline data, attendance data, and survey results) are reviewed to determine professional development needs, parent engagement needs, a continuum of evidence-based programming to address student needs, and program effectiveness measures. The communication plan for understanding and accessing the student support system is developed and shared throughout the entire school community.	The school leadership team maintains the infrastructure for designing, delivering and evaluating a comprehensive student support system with a continuum of support options. A well-developed and ongoing communication plan ensures the involvement of all service providers and key stakeholders. Faculty, students, and parents are continually updated about the student support system and referral processes. Continued professional development is provided for the multidisciplinary student services team and other faculty on topics determined from data analyses. Programming for parents is provided based upon identified needs as determined by data analyses. Agreements with community partners and external program and service providers are in place, as is an ongoing evaluation process to determine the effectiveness of each supportive service provided.	A comprehensive student support system is institutionalized and supported by school board policies. Administrative procedures governing student conduct are aligned with the commitment to provide a continuum of student support options aimed at maximizing student success. Division and school leadership teams sustain collaborative relationships with key stakeholders throughout the entire school community. Well-developed processes are in place for providing professional development for the entire school community including parents and students. Ongoing and comprehensive evaluation of the student support system is conducted to determine the impact on student success and to make appropriate system or programmatic adjustments.	Schools provide a **comprehensive continuum of support options** for students and parents in collaboration with community partners that maximizes student success.

Element	Stages of Implementation				Desired State
	Exploration	Emerging	Full Implementation	Sustainability	
Division Support and Resources	The division leadership team meets with the school leadership team to communicate the expectations for developing and implementing school improvement plans, determining high priority goals, and requesting division support and resources needed to implement the school improvement plan. The division's role in supporting professional development needs for those responsible for implementing school improvement plans is explained. The division begins to explore how school reform efforts can be interconnected across all grade spans.	The division and school leadership teams collaboratively review the improvement plan to determine division support and resources needed to support the plan. Perceived barriers to the improvement effort and possible solutions are identified. Plans to address identified professional development needs are made, levels of support and resource allocation are determined, and implementation begins.	The division and school leadership teams collaborate to ensure equitable support and resource allocations based on division improvement priorities. To support and accelerate implementation of improvement plans, schools may request and receive greater flexibility to manage resources such as time, organizational structures, personnel, and professional development in exchange for greater accountability. Reform efforts are implemented across all grade spans to support learning improvement over time.	Division support and resources are mobilized to quickly meet school needs through an ongoing evaluation and adjustment process for improvement plans. The need for different or additional division support and resources is continuously evaluated in light of evolving improvement needs across all grade spans and the impact on student outcomes.	The division and school collaborate to optimize **resources** to **support** learning improvement.

School Level Transitional Change Map
Needs Sensing Interview Protocol

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Office of School Improvement's Theory of Action for School Reform:
Effective schools meet the academic, social, emotional, and physical needs of their students in such a way that their students' school experience is characterized by academic growth and success, a social and emotional sense of self-worth and belonging, and a belief in their own self-efficacy which culminates in students graduating from high school prepared for college and/or the workforce. **(Vision, School Culture and Mission)** The principal actively guides faculty through a continuous process of improvement and reform using collaborative, proactive leadership strategies. **(Leadership)** School and community stakeholders actively participate in and contribute to the continuous cycle of setting goals, implementing action steps, and monitoring and evaluating improvement progress. **(Continuous Improvement)**
The taught curriculum is rigorous and aligned with state standards, instructional strategies are differentiated and research-based, and formative and summative assessments that are aligned with curricula are administered to improve instructional practices and student outcomes. **(Curriculum, Instruction, Assessment)** Evidence-based, tiered support programming is provided to students; multiple sources of data, gathered from regular and intentional student progress monitoring, are used to develop programming that includes a continuum of support options for students. **(Student Support Systems)** The division leadership team supports school improvement and reform initiatives by eliminating barriers to schools' success, supporting and providing professional development for school staff, and allocating necessary resources to propel improvement initiatives forward and to extend school reform efforts across all grade spans. **(Division Support and Resources)**

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Directions: Use the Virginia Department of Education's *School Level Transitional Change Map* as well as the prompts and supporting questions below to conduct a needs sensing interview with school leader(s).

Participants: The school principal will participate. Additional members of the school leadership team including assistant principals, teacher leaders, and the division contact person may participate.

Step 1: The contractor will explain the purpose of the needs sensing interview to the school leadership team.

The needs sensing interview is a tool for diagnosing needs and determining resources needed to support a school leadership team's school improvement efforts.

Step 2: The contractor will review student achievement data (i.e., preliminary SOL data; federal accountability data; and attendance, discipline, and course performance data) with the school leadership team.

Prompt: Describe your school –level data review process and tell me what you have learned from your most recent review of data.

Supporting Questions:
1. What school-level data are readily accessible to continuously monitor student progress (ex. attendance, behavior, course performance, and formative assessment data)?
2. Based on the data, what subgroup trends did you observe?
3. Based on the data, evaluate the relative strengths and weaknesses of the current reading and/or mathematics programs and other intervention programs.

4. Based on the data, what is/are the area(s) of focus for the upcoming school year for the school as a whole? For targeted subgroups?

<table>
<tr><td>Step 3:</td><td>The contractor will utilize the School Level Transitional Change Map as well as the Prompts and Supporting Questions below to determine the stage of implementation and level of support needed.</td></tr>
</table>

1. <u>Vision, School Culture and Mission</u> - Effective schools meet the academic, social, emotional, and physical needs of their students in such a way that their students' school experience is characterized by academic growth and success, a social and emotional sense of self-worth and belonging, and a belief in their own self-efficacy which culminates in students graduating from high school prepared for college and/or the workforce.

Prompt: What is the vision for your school and how is it articulated to all stakeholders?

Supporting Questions:
a) How have you sought the perspectives of others outside the school about how the school could and should improve? Whose perspectives did you seek? Were their views consistent with yours? What actions did you take as a result?
b) How do the adults in your building convey a belief that students can learn at high levels and are committed to supporting them until they meet promotion and/or graduation standards? Would students agree with your view?
c) How have the adults in the school taken ownership of student achievement and/orgraduation rates and participated in creating and implementing the school improvement plan? Do students take ownership of their own learning? How do you know?
d) What do you think is the greatest need of the school? Academic need? Social? Emotional? Physical?
e) What are your priorities to improve the school's culture, environment, and conditions for learning to make the school more effective? How will you address these?

2. <u>Leadership</u> - The principal actively guides faculty through a continuous process of improvement and reform using collaborative, proactive leadership strategies.

Prompt: Describe the processes in place in the school related to the school improvement/ leadership team. Talk about how the school's various teams/committees work collaboratively to improve student achievement.

Supporting Questions:
a) Describe how the membership of the school leadership team was selected. Can interested individuals self-nominate to join the team?
b) How are agenda items for team meetings established? To what extent does the team focus on improvement in curriculum and instructional practices?
c) What structures to promote teacher leadership and collaboration are in place in the school (e.g., committees, professional learning communities or focus teams)? How do you make sure these groups work collaboratively on improvement initiatives?
d) How does the leadership team use data in its work?
e) Give an example of a successful leadership team effort and its impact on student achievement.

f) How is the work of the school leadership team communicated to the division leadership team, school faculty and staff, students, parents and the school community?

3. Continuous Improvement – School and community stakeholders actively participate in and contribute to the continuous cycle of setting goals, implementing action steps, and monitoring and evaluating improvement progress.

Prompt: Explain the school's process for developing and implementing the school improvement plan. Include a description of how various stakeholders (such as parents, community members, and external student support organizations) participate in the process.

Supporting Questions:
a) Describe how the division has helped you understand the expectations for the continuous improvement planning cycle?
b) How did school leaders identify key stakeholders and solicit their input to and support for the improvement plan?
c) What data were used to set the plan's high priority goals, achievement targets and indicators of improvement?
d) How have you kept key stakeholders involved in the planning process?
e) Give an example of a challenge school leaders encountered? How was it solved?
f) How do school leaders evaluate progress towards achieving the goals established in the improvement plan?

4. Curriculum, Instruction, Assessment -The taught curriculum is rigorous and aligned with state standards, instructional strategies are differentiated and research-based, and formative and summative assessments that are aligned with curricula are administered to improve instructional practices and student outcomes.

Prompt: Explain your process for providing teachers with curriculum, instruction, and assessment resources, and for ensuring that rigorous and effective instruction is consistently delivered in the school.

Supporting Questions:
a) Describe how teachers use curriculum guides and other resources provided by the division to plan instruction and formative assessments. How do school leaders ensure that teachers consistently use these resources and implement them with fidelity?
b) How do school leaders make sure that information from formative and summative assessments is quickly provided to teachers and is used to help improve   instruction to meet student needs?
c) What active working partnerships exist with feeder schools and/or postsecondary institutions?
   a. For secondary schools, how do you address college and career-ready standards? What opportunities does the school provide for career/technical (CTE) studies, and how are students identified for participation in CTE classes/programs?
d)   How is the school/division addressing the Virginia Standards for the Professional Practice of Teachers (teacher evaluation)?
e) How do the division and school work together to align professional development with the needs of teachers as identified during classroom observations?

f) How do school leaders provide effective, ongoing professional learning in differentiated instruction and reseach-based instructional strategies as part of a continuous improvement effort?

5. Student Support Systems - Evidence-based, tiered support programming is provided to students; multiple sources of data, gathered from regular and intentional student progress monitoring, are used to develop programming that includes a continuum of support options for students.

Prompt: Describe the school's process for: a) identifying students at risk for failure or dropping out, b) providing differentiated interventions for identified students, and c) monitoring the success of the interventions provided.

Supporting Questions:
a) What sources of data do school leaders use to determine which students are at risk for failure or dropping out?
b) How are students identified in the areas of attendance, behavior, c ourse performance, and other early warning signs?
c) How do you work with feeder schools to provide students with transitional services to better prepare them for their new school?
d) What are the components of the school's student support system (address academic and social-emotional components)? What research-based interventions are provided? Is participation mandatory or voluntary?
e) For secondary schools, how do you promote awareness of available supports among students and their parents?
f) Describe your efforts to identify and form community partnerships to provide community-based learning experiences as part of your system of student support.

6. Division Support and Resources - The division leadership team supports school improvement and reform initiatives by eliminating barriers to schools ' success, supporting and providing professional development for school staff, and allocating necessary resources to propel improvement initiatives forward and to extend school reform efforts across all grade spans.

Prompt: Explain how the school requests and receives resources and support from the division including professional development and material resources?

Supporting Questions:
a) What resources does the division provide to support improvement efforts in the school?
b) How does the division align and prioritize the needs of all schools (K-12) to target available resources to address the identified areas of greatest need?
c) Give an example of an area where the division has provided the school greater autonomy and flexibility to use resources according to the school's teacher and student needs?
d) How has the division supported professional development in your school? Improvement planning? Implementation of the improvement plan?

Step 4:	Complete the Needs Sensing Interview Summary and submit to OSI via SSWS within 5 business days.

Office of School Improvement
School Level Transitional Change Map
Needs Sensing Interview Summary

Contractor Name:

Date of Interview:

School Division:

School:

Names of Interview Participants:

1. Based on the results of the needs sensing interview, rate the school's current level of implementation **(Exploration, Emerging, Full Implementation, or Sustainability)** as it corresponds to each element of the School Level Transitional Change Map.

Element	Rating and Comments
Vision, School Culture, and Mission	
Leadership	
Continuous Improvement	
Curriculum, Instructional, and Assessment	
Student Support Systems	
Division Support	

2. Provide additional comments about the identified school:

3. List technical assistance needs for each identified school on the **DTAT Technical Assistance Request Form**. Submit the needs sensing interview summary and the DTAT form to OSI via SSWS within 5 business days of completing the needs sensing interview.

Office of School Improvement
School Improvement Planning Rubric

- **The division is responsible for monitoring improvement plans for each school rated** *Accredited with Warning* **or** *Provisionally Accredited-Graduation Rate***.** One person from the division leadership team must be assigned to serve as a member of the school improvement team for each identified school. Monitoring activities include reviewing status comments, agendas, and meeting minutes.

- **The principal of each school and the division contact person** will be required to participate in each Indistar® training session included in the table below. As a follow-up to Sessions 2 and 3, the assigned member of the division leadership team will complete Domains 1 and 2 of the rubric. At the conclusion of each marking period, Domains 3 and 4 will be completed.

Date(s)	Topics
Session 1 – October 30, 2012 **Session 2 - November 15, 2012** **Session 3 – December 4, 2012** **Session 4 – January 8, 2013** **Session 5 – February 7, 2013** Note: All sessions will be presented at 9:00 a.m. and 1:00 p.m. Schools will be assigned participation times.	**Session 1** – Review information regarding school improvement planning; introduce the categories of rapid improvement school indicators and the corresponding Wise Ways research briefs; introduce the Indistar rubric **Session 2** – Review the process for assessing indicators; model procedure for assessing indicators; introduce worksheets and meeting tools **Session 3** – Review procedure for developing tasks associated with an indicator; review procedure for using worksheets and meeting tools **Session 4** – Model the procedure for monitoring the improvement plan; introduce reporting tools **Session 5** – Model the procedure for using quarterly data to evaluate and update improvement plan

- **The assigned division leadership team member** will be responsible for completing an **Indistar® rubric** three times during the school year regarding the progress of the assigned focus school's improvement plan. The completed rubric will be submitted via the Indistar® Dashboard by the following dates:

  - January 18, 2013
  - April 30, 2013
  - June 28, 2013

School: **Division:**   **Form Completed By:**

Submission dates: January 18, 2013, April 30, 2013, and June 28, 2013

Part I: Evaluation of the Improvement Plan

	Full Implementation	Functional Implementation	Limited Implementation	No Implementation
Domain 1: **Assessment and Selection of Indicators** **Complete this section before the December webinar**	Assessment and selection of indicators are *consistently* based on formative data and the needs of the identified proficiency gap group(s). ☐	Assessment and selection of indicators are *inconsistently* based on formative data and needs of the identified proficiency gap group(s). ☐	Assessment and selection of indicators are *not* based on formative data and needs of the identified proficiency gap group(s). ☐	No indicators have been selected or assessed. ☐
Domain 2: **Quality of Tasks** **Complete this section before the January webinar**	All indicators *consistently* have a series of tasks appropriate to each indicator and give a detailed explanation of activities related to meeting the needs of the identified proficiency gap group(s). ☐	Indicators *inconsistently* have a series of tasks that are appropriate to the indicator and give a detailed explanation of activities related to meeting the needs of the identified proficiency gap group(s). ☐	Indicators *do not* have a series of tasks appropriate to the indicator and *do not* give a detailed explanation of activities related to meeting the needs of the identified proficiency gap group(s). ☐	No tasks have been developed for the selected indicators. ☐
Domain 3: **Monitoring the Plan** **Complete this section quarterly**	Detailed comments regarding progress of the series of tasks are *consistently* entered into Step 6 of the plan. ☐	Detailed comments regarding progress of the series of tasks are *inconsistently* entered into Step 6 of the plan. ☐	Comments entered into Step 6 of the plan *do not* address progress of the series of tasks. ☐	The plan has not been monitored. ☐
Domain 4: **Modifying the Plan** **Complete this section quarterly**	Formative data are *consistently* used on a quarterly basis to make modifications to indicators and/or tasks. ☐	Formative data are *inconsistently* used to make modifications to indicators and/or tasks. ☐	Modifications to the plan are not based on formative data. ☐	The plan has not been modified. ☐

Part II: Justification for the ratings entered in Part I.

      Domain 1: Assessment and Selection of Indicators

      Domain 2: Quality of Tasks

      Domain 3: Monitoring the Plan

      Domain 4: Modifying the Plan

Office of School Improvement
Data System Approval Form

Schools rated *Accredited with Warning* or *Provisionally Accredited-Graduation Rate* are required to analyze a variety of data points on a quarterly basis by using an electronic data query system. The use of a data system other than VEWS or The Virginia Dashboard/DataCation or the use of the Data Analysis Quarterly Report must be approved by OSI. Each identified school should complete and submit this form by email to lynn.sodat@doe.virginia.gov no later than **November 15, 2012. Complete only one Section (A, B, or C)**

School Name:
Division:

Section A: The school will use DataCation or VEWS

Name of electronic data query system:

_____

Section B: The school is requesting to use a data system other than DataCation or VEWS.

1. Name of electronic data query system:

2. Provide a brief description of the proposed electronic data query system:

3. Will the proposed electronic data query system generate reports including the following:

    a. Student attendance? -
    b. Benchmark results? -
    c. Reading and mathematics grades? -
    d. Student discipline reports? -
    e. Phonological Awareness Literacy Screening (PALS) data? -
    f. Student transfer data? -

4. Will the proposed electronic data query system allow users to assign interventions to specific students (i.e., special education, students who failed a Standards of Learning assessment)?

5. Describe how the proposed electronic data query system monitors interventions for specific students.

_____

Section C: The school is requesting to use the Data Analysis Quarterly Report.

Explain why the school is requesting to use this report. Include in your explanation the number of students enrolled in the school (in tested grades only), the area(s) in which the school is warned, and the pass rate in the "all students" subgroup in the identified area(s)*.*

_____

Office of School Improvement (OSI) use only:
☐ Electronic data query system or use of Data Analysis Quarterly Report approved
☐ Electronic data query system or use of Data Analysis Quarterly Report **not** approved
  Reason(s):

Virginia Department of Education

Data Analysis Quarterly Report

School:

Division:

School Year:

Report Completed By:

Report Submission Due Dates – Upload All Completed Reports to Indistar®	
Part 1: Summative Data	First Quarter:　　　November 15, 2013
Part 2: Formative Data Quarterly Submission Dates	Second Quarter:　January 18, 2013 Third Quarter:　　April 30, 2013 Fourth Quarter:　June 28, 2013

Frequently Asked Questions Regarding the Data Analysis Quarterly Report

Who must complete this report?

Schools rated Accredited with Warning or Provisionally Accredited-Graduation rate must receive approval to complete this report in place of implementing an electronic data query system. For more information on this requirement, refer to the *Overview of the Academic Review Process: A Handbook for All Schools That Are Not Fully Accredited*, which is available at http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml .

Do we have to complete all sections?

The report is a **tool!** It was designed to help principals and school division staff to examine a school's data at least at the beginning of the school year based on the previous year's data and then at least quarterly throughout the year. Instead of trying to have one report for elementary schools, another for middle schools, and another for high schools, we combined the format into K-12. The format is in *Word* for a reason. Feel free to cut out the sections that do not pertain to you and leave only the sections that you want to report. Feel free to add new charts or change the wording or format for a chart to make more sense to your division and school team's needs. If the division contact and the principal do not feel the data in a certain section will help as identify the school's needs, don't complete that section. Remember, this is a tool and tools were made to be modified. What we have developed works for most teams; it may not work for your team.

What is the purpose of the Data Analysis Quarterly Report?

The purpose of this report is provide school improvement teams along with school division leader(s) an opportunity to review data regularly and determine if changes need to be made to the Indistar® school improvement plan by either selecting additional indicators, assigning new tasks to current indicators, or maintaining the course with the current plan. The expectation is that the school division and the identified schools have a conversation regarding the data and appropriately modify the school's and division's improvement plan. The agenda and minutes of these meetings will be placed on the Indistar® site for review each quarter.

What if we have an easier way to show the data?

This is about depth, not breadth. As long as relevant data are reviewed, the format is up to you. Cutting and pasting other documents into the report (for example, SSWS data) is acceptable. If you decide to use a different format, please make one *pdf* of your entire data profile and then upload. You may also choose to separate Part 1 and Part 2 into different documents.

PART 1: SUMMATIVE DATA

(DUE: NOVEMBER 15)

School Demographic Information

___Grade Range   ___School Membership   ___Title I Schoolwide Program or ___Title I Targeted Assistance School
___Number and ___% of Minority Students   ___Number and ___% of Limited English Proficient Students
___Number and ___% of Students with Disabilities   ___Number and ___% of Students Identified as Disadvantaged
___Total Number of Minority Students, Limited English Proficient Students, Students with Disabilities, Disadvantaged

Standards of Accreditation Rating

☐ **This school is currently rated Accredited with Warning or Provisionally Accredited-Graduation Rate due to performance in the following area(s):**
☐English/Reading ☐Mathematics ☐Science ☐History ☐GCI

Comparison of End of Year Grades and SOL Test Scores

Identify the Final Grades by SOL Score Bands below for students who did not PASS SOL Tests and who are enrolled in this school and in this school year. NOTE: You may delete the tables that do not apply to your school.

Grade 3											
	Reading			Mathematics			Social Studies			Science	
Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399
A			A			A			A		
B			B			B			B		
C			C			C			C		
D			D			D			D		
F			F			F			F		

Grade 4											
	Reading			Mathematics			Social Studies			Science	
Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399
A			A			A			A		
B			B			B			B		
C			C			C			C		
D			D			D			D		
F			F			F			F		

Grade 5													
	Reading		Writing		Mathematics			Social Studies			Science		
Grades	0-374	375-399	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399
A					A			A			A		
B					B			B			B		
C					C			C			C		
D					D			D			D		
F					F			F			F		

Grade 6											
	Reading			Mathematics			Social Studies			Science	
Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399
A			A			A			A		
B			B			B			B		
C			C			C			C		
D			D			D			D		
F			F			F			F		

Grade 7											
	Reading			Mathematics			Social Studies			Science	
Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399
A			A			A			A		
B			B			B			B		
C			C			C			C		
D			D			D			D		
F			F			F			F		

Grade 8													
	Reading		Writing		Mathematics			Social Studies			Science		
Grades	0-374	375-399	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399	Grades	0-374	375-399
A					A			A			A		
B					B			B			B		
C					C			C			C		
D					D			D			D		
F					F			F			F		

EOC Mathematics											
Algebra I				Geometry				Algebra II			
Grades	0-374	375-399	# Pass Retake	Grades	0-374	375-399	# Pass Retake	Grades	0-374	375-399	# Pass retake
A				A				A			
B				B				B			
C				C				C			
D				D				D			
F				F				F			

EOC Social Studies															
World History I				World History II				World Geography				VA/US History			
Grade	0-374	375-399	#Pass Retake	Grade	0-374	375-399	#Pass Retake	Grade	0-374	375-399	#Pass Retake	Grade	0-374	375-399	#Pass Retake
A				A				A				A			
B				B				B				B			
C				C				C				C			
D				D				D				D			
F				F				F				F			

EOC Science												
Earth Science				Biology				Chemistry			
Grades	0-374	375-399	# Pass Retake	Grades	0-374	375-399	# Pass Retake	Grades	0-374	375-399	# Pass Retake
A				A				A			
B				B				B			
C				C				C			
D				D				D			
F				F				F			

			EOC English				
Grades	0-374	375-399	# Pass Reading Retake	0-374	375-399	# Pass Retake Writing	# Pass Work Keys
A							
B							
C							
D							
F							

Review relevant data from your School Report Card and other sources before responding to the questions below. Indicate each type of data you examined. Check all that apply:

1. Three-year trend data:
☐ Standards of Learning Test Results by grade level
☐ Alternative assessment results by grade level
☐ Recovery data
☐ SAT test scores
☐ Graduation data
☐ Phonological Awareness Literacy Screening (PALS) Pre-K spring results
☐ Retention data by grade level enrollment
☐ Discipline referral data
☐ Student and teacher attendance rates

2. SOL 2011-2012 disaggregated data:
☐ Number and percent of students passing English and math by federal AMO subgroup
☐ Number and percent of students identified for intervention
☐ Number and percent passing Standards of Learning by test (general education, special education, alternative education, and students who failed test in the previous year)
☐ Number of alternative assessment participants by grade
☐ Verified credits by grade level (high school)

☐ Discipline infractions by grade level for general education last year
☐ Discipline infractions by grade level for special education last year
☐ Number and qualifications of school staff
☐ Title I staffing and assignments, if applicable
☐ Special education staffing and assignments

Use as much space as needed to answer the questions below.

1. **Based on the analysis of your current SOL results, which Indistar® indicators will you need to address in your School Improvement Plan?** NOTE: Newly identified schools will not address this question until they have received Indistar® training.

2. **Based upon analysis of data in your last SOL administration, do you need to assign additional tasks for your current indicators?** NOTE: Newly identified schools will not address this question until they have received Indistar® training.

3. **Have your students for the current year needing intervention based on your analysis of last year's data been identified?**

4. **What specific interventions are being put in place as a result of your data analysis?**

5. **What plan is in place to monitor this process?**

6. **When did the meeting take place between the division contact and school staff to discuss 1-5 above? Who was present?**

PART 2: FORMATIVE DATA

Indicate Quarter That Corresponds to Data Submission:
Second Quarter: Due January 18, 2013
Third Quarter: Due April 30, 2013
Fourth Quarter: Due June 28, 2013

Student Achievement

Distribution of Grades

Each school improvement team should copy the appropriate grade level sheets to match the grade configuration of the school.
NOTE: You may delete the tables that do not apply to your school.

Grade 3: "Intervention" refers to students identified through formative assessments as in need of additional support.

3rd Grade Reading	All	PALS eligible	Intervention	3rd Grade Math	All	Intervention	3rd Grade Science	All	Intervention	3rd Grade History	All	Intervention
A				A			A			A		
B				B			B			B		
C				C			C			C		
D				D			D			D		
F				F			F			F		
Total #				Total #			Total #			Total #		
% meeting benchmark test target				% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target		

Grade 4. "Intervention" means any student who fails the SOL the previous year as well as any student identified as needing support during the current school year.

4th Grade Reading	All	Intervention	4th Grade Mathematics	All	Intervention	4th Grade History	All	Intervention
A			A			A		
B			B			B		
C			C			C		
D			D			D		
F			F			F		
Total #			Total #			Total #		
% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target		

Grade 5. "Intervention" means any student who fails the SOL the previous year as well as any student identified as needing support during the current school year.

5th Grade Reading	All	Intervention	5th Grade Writing	All	Intervention	5th Grade Math	All	Intervention	5th Grade Science	All	Intervention	5th Grade History	All	Intervention
A			A			A			A			A		
B			B			B			B			B		
C			C			C			C			C		
D			D			D			D			D		
F			F			F			F			F		
Total #			Total #			Total #			Total #			Total #		
% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target		

Grade 6. "Intervention" means any student who fails the SOL the previous year as well as any student identified as needing support during the current school year.

6th Grade Reading	All	Intervention	6th Grade Mathematics	All	Intervention	6th Grade History	All	Intervention
A			A			A		
B			B			B		
C			C			C		
D			D			D		
F			F			F		
Total #			Total #			Total #		
% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target		

Grade 7. "Intervention" means any student who fails the SOL the previous year as well as any student identified as needing support during the current school year.

7th Grade Reading	All	Intervention	7th Grade Mathematics	All	Intervention	7th Grade History	All	Intervention
A			A			A		
B			B			B		
C			C			C		
D			D			D		
F			F			F		
Total #			Total #			Total #		
% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target		

Grade 8. "Intervention" means any student who fails the SOL the previous year as well as any student identified as needing support during the current school year.

8th Grade Reading	All	Intervention	8th Grade Writing	All	Intervention	8th Grade Math	All	Intervention	8th Grade Science	All	Intervention	8th Grade History	All	Intervention
A			A			A			A			A		
B			B			B			B			B		
C			C			C			C			C		
D			D			D			D			D		
F			F			F			F			F		
Total #			Total #			Total #			Total #			Total #		
% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target			% meeting benchmark test target		

End-of-Course

EOC Algebra I	EOC Geometry	EOC Algebra II
A	A	A
B	B	B
C	C	C
D	D	D
F	F	F
Total #	Total #	Total #
% meeting benchmark test target	% meeting benchmark test target	% meeting benchmark test target

EOC World History I	EOC World History II	EOC World Geography	EOC U.S. History
A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
F	F	F	F
Total #	Total #	Total #	Total #
% meeting benchmark test target	% meeting benchmark test target	% meeting benchmark test target	% meeting benchmark test target

EOC Earth Science	EOC Biology	EOC Chemistry
A	A	A
B	B	B
C	C	C
D	D	D
F	F	F
Total #	Total #	Total #
% meeting benchmark test target	% meeting benchmark test target	% meeting benchmark test target

EOC English Reading	EOC English Writing
A	A
B	B
C	C
D	D
F	F
Total #	Total #
% meeting benchmark test target	% meeting benchmark test target

Number of Students by the Identified Areas and Percentage of Students by the Identified Areas in SOL Tested Grades

	Membership				Average Daily Attendance				% of Students With More than 5 Tardies				% of Students With More Than 5 Absences			
Enter Grade Levels ⟶																
General Education																
Special Education/ 504																
Students Identified for Intervention																

Transfers and Disciplinary Infractions

Grade Level	Number "IN"	Number "OUT"

Disciplinary Infractions (enter number of infractions and percent of population subgroup for each category below)

Enter Grade Levels ⟶					
General Education	# / %	# / %	# / %	# / %	# / %
Special Education/504 Plan/ Placements from Manifestation Hearings	# / %	# / %	# / %	# / %	# / %
Alternative Education	# / %	# / %	# / %	# / %	# / %
Students Identified for Intervention	# / %	# / %	# / %	# / %	# / %

Reporting on Staffing and Teacher Absences

Teacher Absences
Number of Teaching Days to Date / Collective Absences for Instructional Staff for the Reported Grade Level
Total Days (D) / Total Absences Per Grade (A)

Enter Grade Level ⟶	Grade	Grade	Grade	Grade	Grade	Special Education	M/HS Electives
Total Days/Total Absences	D/A	D/A	D/A	D/A	D/A	D/A	D/A